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A WALKING TOUR FOR ELEMENTARY STUDENTS OF THE HISTORICAL
DISTRICT OF HIGHLAND, CALIFORNIA

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Environmental Option

by
Mary Beth Norris

June 1998

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DISTRICT OF HIGHLAND, CALIFORNIA

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June 1998

Approved by :


Darleen Stoner, First Reader

June 11, 1998
Date


Ellen Kronowitz, Second Reader

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ABSTRACT

Although Historical Highland was accepted for listing in the National Register of Historic Places in November 1978, many educators in Highland do not understand the historical significance of the area. Teachers in the Highland elementary schools often teach either San Bernardino history or Redlands history because they do not know that Highland has a very unique history of its own. This curriculum includes a historical background, biographies of early settlers, and the historical significance of the various buildings in the area. Thus, students can acquire an understanding of the local architecture, purposes of the commercial buildings, and an understanding of urban design during the mid-1800s. By comparing and contrasting the older buildings with newer buildings, students can discover the differences and the similarities between life styles of the past and present. Central to the project is a walking tour through Historical Highland.

Lessons also expose students to the important role of the citrus industry in Highland. Educational objectives include an understanding of the industry's history and necessary resources for the growing of citrus, including land use and water sources.

By giving the children of Highland a working knowledge of their community, the children can begin to develop a sense of belonging and civic pride. Upon completing the curriculum, the student will be able to understand the intrinsic values of historical buildings, decision making in the use of resources, and the necessity of using conservation in urban areas.

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I wish to express gratitude to Iola Threatt and Kay Beatty. Their expertise in historical research and their enthusiasm for the children of Highland to learn about its history were tremendously helpful. A posthumous thank you to Ethel Rule for her carefully written interviews with the pioneers of Highland. The Highland Library Historical boxes and the San Bernardino County Archives were very helpful. My gratitude to their kind employees for their help. Most of all, thank you to all the people like Ethel Rule , Kay Beatty, and Iola Threatt who freely share their knowledge, pictures, and clippings so that the next generation of Highland will be able to understand and research the history of Highland. Last of all, I wish to thank three people who believed in me throughout this project, Dr. Darlene Stoner, Dr. Ellen Kronowitz, and my husband, Bill Norris.

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INTRODUCTION

For children to understand humankind's impact on the world's environment, they must first comprehend their own local environment. In other words, children need to be able to think in local terms before they are able to think about global problems (California Department of Education, 1992). The manner in which humans adapt to their environment and the influence people have on their environment will be emphasized (Disinger, 1993). Through the understanding of their own town's local history and the process of changes that have occurred in Highland since the mid-1800s, children will better understand the need for informed decision-making in land and water use. Students will see the importance of good city planning for commercial and residential building. By hearing the story of Highland and her people, students will understand that history is a story of real events and people (California Department of Education, 1992). Highland students can walk through the town where this story takes place. They will hear the story from teachers as well as senior citizens who grew up in the midst of this history. Through multi-sensory activities students can experience the lives of children 150 years ago and compare it with their lives today. Relevant, experiential learning such as this, encourages students to attain academic excellence in all

academic areas (Healy, 1994).

Experiential learning is a powerful teaching tool. By involving all the child's senses, learning is made available to more children (Brookhart, 1993). Some children may learn better by auditory processing while others may learn more effectively by tactile experiences. By involving all modalities, more students are given the chance to learn in the modality that works the best for them (Healy, 1994). By using concrete experiences, students can also begin to understand more abstract concepts (Berry, 1982).

It is also imperative in experiential learning that time be allowed for reflection and dialogue. This gives the students time to synthesize their learning and become more adept at applying it to the text (Hutchings & Wurtzdorff, 1988). The exchange of ideas and varying viewpoints helps all of us to clarify our own ideas and learning. These discussions help the learning of students to expand from rote memory to higher level thinking.

In urban classrooms it is important that the children see the relevance of what they are learning. These students are uncertain about their future. They are worried about where they will live tomorrow and with whom they will be living (Henthoff, 1967). On the streets, students are

dealing with racism, violence, and intolerance. They need to see that problem-solving can be used in these situations as well as in a classroom (Holt, 1972).

By trying to solve local problems, students can begin to understand larger global problems. For example, water conservation issues in Highland's agriculture industry is more easily understood by children, than water conservation throughout the United States.

While basic skills are necessary, people also need higher level thinking skills. As the world becomes more complex with mass communication and vast amounts of information, people need to be able to make difficult choices and solve hard problems. Educators can teach students the scaffolding necessary to begin to solve problems. People are taught these techniques through modeling and application. Some of us are fortunate in that these steps were demonstrated in our homes by parents or guardians, but many students need to be taught these techniques in school. It is unfair to expect students to solve complex problems and not teach them to break the task down into smaller steps (Brookhart & Rusnak, 1993).

Dissonance is a useful teaching strategy used to force students to look at old beliefs in a new way. As the student sees that the old belief is not valid, students must

actively reconstruct a new belief in its place (Hutchings & Wurtzdorff , 1988). Students are forced to personalize their learning and to take responsibility for their own learning. This active role in their education can result in life long learners. Students often feel successful and capable in these learning situations. Unfortunately, children who do not view themselves as intelligent and successful students, will drop out of school (Holt, 1972).

Mastery of basic skills by all students is being stressed in California's political climate. Teaching children first the most basic skills and working to more complex skills in the upper grades. Many feel higher level thinking skills are beyond the scope of young children because they have not mastered basic skills (California Department of Education, 1992). Ironically, these basic skills can be learned more readily when integrated into higher thinking skills because the student is more motivated to achieve (Brookhart & Rusnak, 1993). In fact, research has shown that young children are capable of using sophisticated thought processes to make sense of the world around them (California Department of Education, 1992).

Finally, children may cognitively understand the interdependence of human and natural systems. Students may possess the knowledge about how to best protect the

environment, but they must become motivated to act upon this knowledge (Disinger, 1993). By using examples from the children's own neighborhoods, the curriculum will attempt to encourage the learners to see how actions of the past and the present have altered the natural system in which they live today.

REVIEW OF THE LITERATURE

The review of the literature for this project will be in two parts. One part will be an overview of the history of Highland. The greatest emphasis of this area will be given to West Highland and what was once called Messina. The majority of the historic buildings that still stand are located in this part of the historic district. Again special attention will be given to the citizens who lived and/or owned businesses in Messina, California.

The background for the literature review was attained from many sources. The survey by the California Department of Transportation in 1988 was a good source of background in the area. The Highland Historical Society has made available the writings and of Mrs. Ethel Browning Rule. Old newspaper articles from The Citrus Belt, The Highland Messenger, and the Highland Community News were helpful as well.

Interviews with local historian, Kay Beattie, has helped to clarify the facts which at times were unclear in local people's interviews and the San Bernardino County records.

By taking all the sources and coordinating them into a useful context for teachers, the historical background of the area becomes more clearly understood and shared. As in any recounting of events witnessed by people, many of the individuals' points of view differed on the same events.

Perception of events has resulted in varied slants in the newspaper writings as well. It was necessary to verify the facts through as many sources as possible. However, total reliance on just the official records would not have given a good overview of the history as personal accounts brought out errors in the records.

Biographies

The Cram Family

Originally, Highland was named Cramville after the Cram family, the first settlers in the area. Mr. Henry Cram had visited the area during the Mexican War (1846-1848). He went home to Ohio and told about what he had seen. His parents and five brothers left Ohio with him in 1854 for Southern California. The trip was not easy and their mother died in Yuma, Arizona before they reached California. Upon arriving in California the family moved into the Mission San Gabriel which was a forsaken Asistencia. Here they worked as a team to make furniture and would sell the furniture out of a wagon as far away as El Monte. The Cram families were the first industrialists of Southern California. Later the mission was sold to Dr. Ben Barton in 1857 and the Cram family moved to Crafton. They continued to manufacture and

sell furniture (Rule, 1970).

Two years later, Lewis, John, and their father Henry moved north and homesteaded some property together. They built a large home together using the wood design and craftsmanship that they had displayed in their furniture making. John Cram died here in 1864 (Rule, 1970).

On this homestead Lewis Cram planted six seedling orange trees he had purchased from a man named Wolfskill. Mr. Wolfskill had the first commercial orange orchard in California. His orchard was located in Los Angeles. The trees planted by Cram did well until the flood of 1862 when they were buried in silt. The Crams dug the trees out but only two trees survived. Later Lewis Cram's sons would measure these two trees. They had grown to an immense size and were almost 5 feet around the trunk a foot above the ground. As many as 50 field boxes of oranges had been picked from each tree in a season. These oranges would have sold for 75 dollars a tree (Rule, 1970).

In 1865, Lewis Cram married Sarah Wakefield, a cotton farmer's daughter. The Wakefields grew, picked, carded, spun, and wove their own cloth. Sarah and Lewis had seven children, six boys and one girl. Because of their large family, they had an interest in beginning a school. Mr. Cram and his neighbors built a school for 31 students and their

teacher, Miss Nettie Daley (Highland East Highland Historical Society, 1991).

The Cram family continued to expand their citrus orchard from the original first two trees and developed very large citrus holdings in East Highland. Although Lewis Cram died in 1915, his sons continued the citrus orchards. His son, Robert, received a diploma from the San Bernardino Agricultural Society for his excellent record crops. In 1893, he recorded \$1730 net return on one acre of oranges and was awarded in Chicago for the biggest value crop on one acre of any farm in the country (Rule, 1970).

Frank Cram, another son, was very involved in the Highland Congregational Church. He was a life deacon in the church. He was educated in the schoolhouse in Highland and continued his education in San Bernardino, at the Sturges Business Academy, and in San Francisco at the Healds Business School. In 1892 he set out his own groves and went into partnership with C.L. Frazier in 1894 in the grocery and general merchandise store in Messina (Rule, 1970).

He married Kathryn (Kitty) Longmire in 1895. They had two children, Fred and Bess. Besides, the grocery business and citrus holdings, Frank farmed in the Imperial Valley and mined in the Mojave desert. He was very active in Highland until his death in 1963. He was one of the first presidents

of the Highland Chamber of Commerce, Chancellor of the Highland Knights of Pythias Lodge, and was a charter member of the Lions Club in San Bernardino. He served as manager of the Citrus Buckle Packing House and was president of the North Fork Water Company (Rule, 1970).

Ah Sing Chung: A Chinese Businessman

Mr. Chung came to the United States from China at the age of 18 years old. He was said to have worked first as a domestic until he came to the Highland area in 1879 - 1880. When he first arrived in Highland, Ah Sing Chung said all he could see were "jackrabbits and sunflowers" (Roddick, 1983). In Highland's newspaper, The Citrus Belt, he advertised his restaurant and boarding house. He advertised "Chicken Served on Sunday" but residents have reported a sign stating "Chicken Tomorrow" hanging on the restaurant door all the time. According to some reports, tomorrow rarely came for a chicken dinner at Ah Chung's place (Roddick, 1983). His restaurant stood on Center Street between Pacific Ave. and West Main St. The building still stands but a fire has destroyed most of the inside of the building. Mr. Chung bought the land from L.C. Waite so that his business would be located in the center of the business area. On the property he built a two-story building with a full basement. The railroad depot and the packing houses were nearby so he

had plenty of customers within walking distance. There were several boarding houses close by so that working men relied on his restaurant to eat. Tickets would hang on the back wall and he would punch the man's ticket as he came to eat. Many of the local growers paid for their workers' meals and would "pay up" with Chung every so often. If someone was strapped for money Mr. Chung was known to be generous and would lend them money out of an old coffee can. He also had lodging in second floor of his building. He lived in the back of the building (Roddick, 1983). According to The Citrus Belt advertisement, it cost 4 dollars per week for lodging and 25 cents a week for a meal. Ah Sing's generosity also extended to local churches. He commented that "Jesus Christ was all-time broke" and would contribute ten dollars equally to the Methodist and the Congregational Church. These were the two main local churches in Highland at the time. He was considered a wealthy man by Highlanders but lived very frugally. He bought his shoes too big because he felt he had purchased more shoe for the same amount of money (Roddick, 1983).

Eventually he closed his restaurant around 1918 (California Department of Transportation, 1988) and began peddling vegetables and fruits he grew in the yard on his property and other property around the town. Many people in

Highland worked for him as pickers. He peddled his products out of a wagon pulled by his horse, "Old Pike." Harry Weldon, a local newspaper columnist, wrote how the local women worried about the old horse having to pull such a heavy load. They complained to Mr. Chung, and asked him to please shoot the old horse and buy a new one. He told them, "Huh. I tell old man to shoot you and get a young woman!" (Roddick, 1983). One time Ah Sing went back to China to visit. When he returned to the United States, he was detained in San Francisco because he lacked the proper paperwork to get back into the country. He telegraphed Mr. Randall, a prominent citrus grower in Highland, and a group of men from Highland traveled to San Francisco to help him get back into the United States. Sadly, in 1934 Chung sold his property to go back to China. The Chinese were said to believe that one must die in the place of his birth in order to have eternal peace. The people of Highland presented him with new luggage at a party. Mr. Chung, however, checked the new bags and carried the old bag so people would not think he was rich. Citizens of Highland drove him to San Pedro to catch the boat for San Francisco. Unfortunately, he did not make it back to Canton, his birthplace, but died outside of Hong Kong (Roddick, 1983).

Martin Randall: Businessman and Citrus Grower

Martin Randall was born in Pownal, Maine. He was one of three sons born to William Henry Randall and Helen Sylvester. His mother died in Riverside. The family moved to Highland in 1878 where his father bought 120 acres with William Noyes. Besides growing citrus, Martin Randall served on the board of directors for the First Bank of Highland and was the bank's president in the 1930s. He was also on the board of directors for the Chamber of Commerce (California Department of Transportation, 1988). He lived on West Main Street with his wife, Hattie, and two daughters.

Dr. John Hadley Evans: Family Doctor and Dentist

Dr. Evans arrived in Highland alone on a very hot day in July 1900. He referred to it jokingly as Highland giving him a warm welcome. Later his wife and daughter came to join him from Ohio. His father, brother and his family, his sister, and his wife's parents also came in September of the following year (Rule, 1970).

Dr. Evans formed a partnership with Dr. C. C. Browning. They worked together for two years until Dr. Browning left for Los Angeles to work as a tuberculosis specialist. Dr. Evans had known Dr. Browning and his family previously. He had lived with them for two years before his marriage. Dr.

E. W. Burke became partners with Dr. Evans after Dr. Browning moved and then Dr. Burke moved to Redlands to operate a sanitorium there (Rule, 1970).

Dr. Evans was the doctor that had delivered most of the babies in Highland. He also served as a dentist for many years. He treated the Indians as well at the San Manuel Reservation (Rule, 1970).

He and his wife, Ruth, were active members of the Highland Congregational Church. Upon his death, the Church inherited a cash gift of \$3,709 and 77 shares of stock. He died March 14, 1942 at 11 West Main Street after serving the community for 35 years (Rule, 1970).

Harry Welton: Writer and Highland Citizen

Harry Welton came to Highland with his parents and two sisters from Chicago. Harry's father, Frank worked as a carpenter and contractor. Their first home was on Boulder Avenue across from the Brookings Lumber Mill. Mrs. Welton took in boarders, mostly young men. Some of her boarders were John Yarnell and his brothers who owned a grape vineyard and an orange grove in that area (Rule, 1970).

Harry's first job was for Brookings Lumber Company in Fredalba. This was where Harry says, "most of the boys in town got his first experience earning money" (Rule, 1970). Later Harry worked at Patton State Hospital. As a hobby

Harry wrote down bits of early Highland history and collected pictures of many of the older homes (Rule, 1970). He wrote a column for the local paper called "Let's Tarry with Harry". His columns are full of poignant stories of local events and people. Harry and his family were also very active in the Highland Congregational Church and the Knights of Pythias. These organizations were mentioned in his column often.

In 1915 Harry married Lela Kimbell of Redlands. They suffered through the heartbreak of losing three babies, but adopted a boy in 1918. Jack, their son, grew up to be one of the heads of the Rehabilitation Department at Camarillo State Hospital. After only 20 years of marriage, Lela died in 1935. Harry married again in 1939 to Lillian Dickerson. He called her "Mama" and they were married for 30 years. Harry said that he and Lillian were still friends for all those years until she died in 1969 (Rule, 1970).

Harry was known as an outstanding citizen of Highland. He was always ready to help out in community, church, and lodge events. Once Harry was playing Santa Claus for the Woman's Club, and he ran outside by a child and her mother yelling, "Hey Mama! Wait for Me!" The girl recognized his familiar voice and the legend of Santa Claus was lost for her (Rule, 1970).

Harry Welton grew up in a house on the corner of West Main and Cole Street. The house was built by his father in 1904. It burned down in the early sixties and was rebuilt into the Highland Arms apartments.. The building was used as apartments before the fire as well (Welton, 1968),

Ethel Rule: Librarian and Historian

Ethel Browning Rule was the daughter of John Browning. They are related to Dr. C. C. Browning, the first physician in Highland. He later became partners with Dr. Evans. After 12 years in Highland he moved to Los Angeles to open a practice as a specialist in diseases of the lungs. He had come to California on a stretcher from New York, ill with tuberculosis. He also taught dentistry at the University of Southern California and became professor emeritus of both the College of Medical Evangelists and the University of Southern California. In Highland he was a charter member of the Highland Library Club and served as the vice president of the first board of directors for the First Bank of Highland (Rule, 1970).

Ethel was born in Highland and became the town's librarian. She was also very active in the Highland's Woman's Club. She researched street names and also interviewed many of the local citizens who were involved in the founding of Highland (Buie, 1969).

Tom Henslee: Banker and Citrus Grower

George Thomas Henslee was born in Georgia in 1867. When he was 21 years old, Tom Henslee went to Waco, Texas. He came to Highland when he was 22 years old and worked in the orange groves. He acquired six acres for himself and in 1902 he purchased 10 more acres (Ingersoll, 1904). He continued to buy acreage and was well known as one of the important figures in the citrus industry in the county. He married in 1915 and moved into a large concrete residence he built on West Main Street. He served as bank president for 13 years and was superintendent of Sunday school for the Congregational Church for many years. He was also active in the Knights of Pythias and the Chamber of Commerce. He died in his home at the age of 67 years ("Tom Henslee," 1934).

David Randolph Seely

David Randolph Seely came to San Bernardino in one of the covered wagon caravans that marked from Salt Lake City. They were part of the Mormon colonization of the period and lived in Fort San Bernardino. His father owned what is now known as Camp Seely in the mountains which was a major lumber mill in the area. Randolph, as he was called, liked to recount tales of the early days and hauling lumber by ox teams from his father's mill in the mountains ("D. R. Seeley Dies," 1942).

As a young man, Randolph went back to Utah and married Mary Elizabeth Tidwell. They lived in Mt. Pleasant, Utah. They lived there for several years and all three of their children were born there. In 1883 they moved to Highland and settled on Base Line, east of Palm Ave. Mr. Seely planted the acres with citrus trees These trees are said to be some of the oldest trees in Highland. He also sold seedlings from his place. In 1906 he sold 20 acres to Frank and James Cram and an additional 10 acres to E.L. Ranney. When the citrus property sold, he built a house on Cole Avenue and lived there until he died at the age of 92 ("D. R. Seely Dies," 1942).

Mr. Seely was a member of the Pioneer Society and served a school trustee. His son Victor lived with him in the house at the time of his death ("D. R. Seely Dies," 1942). Mr. Seely presented his children with nice homes for their wedding present. His son, William, lived next door to him on Cole Street in the house his father had given him and his wife, Minnie, for their wedding (Welton, 1968).

John W. Moore: Judge and Citrus Grower

John Moore was a first generation American whose father ws born in Ireland. John grew up in Alabama and his family owned 40 slaves. Later his family moved to Crab Orchard, Kentucky and all the slaves were freed. John

Moore's father was one of the founders of the famous Churchill Downs Racetrack, and John was a jockey until he was 14 years old and was too heavy. One of the Moore's horses won a race in San Francisco and a purse of \$50,000. Mr. Moore came home and gave one gold piece to everyone in the small Kentucky town (Beattie, 1994, pp. 12-13)..

John Moore was married with four sons when his wife died. Later he married Fannie Henslee, a nurse at Patton State Hospital. Fannie was also a bookkeeper at Harding Company Department Store on the Rohrer Block in Highland. Fannie and John Moore had two children (Beattie, 1994, pp. 12-13).

All of John's sons were involved in J.W. Moore and Company orange business. They worked in the groves. In 1935 a fire destroyed the family home in San Bernardino on Olive Street. No one was at home at the time and they lost everything, except the family piano which the parents rolled out the door. The fire was said to be the result of faulty wiring. The family moved to a house on Highland Avenue and the people of Highland upon hearing about the family's plight, brought them all the essential: clothing, food, kitchen utensils, and household goods. John Moore was so impressed with their kindness, he bought a house in Highland for his family from the Rohrer estate. In 1926, John Moore

had become a county judge and held court behind his house in a small two story building in his backyard. When this building burned down the court was moved to Main Street by the Patterson Grocery Store, on the Rohrer Block, and at times in the family dining room since it had a separate door out to the porch. Citizens of Highland remember the Judge walking through the neighborhood looking for jurors. The Moore's daughter, Fannie, had terrible hay fever and so the family would move to Fredalba from June through September to a family cabin (Beattie, 1994, pp. 12-13).

Judge Moore was considered an honest judge. He was gruff but most citizens felt that he covered up his innate kindness with a rough front. He died in 1950 at the age of 81 (Beattie, 1994, pp. 12-13).

Charles Henry Rohrer: Businessman and Citrus Grower

Born in Bohemia and a native of Austria, Charles Rohrer came to America when he was 18 years old. He arrived in California in 1902 and bought 10 acres of land. (Ingersoll, 1904). He married Mary Stein but she passed away very early in their marriage. Later he married again to a Prussian girl from Carthage, Illinois. Together they had four children. The boy later became a dentist and two of the girls were professional singers, the Rohrer Sisters (Rule, 1970).

Mr. Rohrer bought a two story home on Pacific Ave. that was built by Charles Davis, the town blacksmith. The same house was later bought by Judge John Moore. Mr. Rohrer was a citrus grower and also owned buildings on the west side of Palm Ave. in Highland that was known as the Rohrer Block (California Department of Transportation, 1988).

Charles and Joseph Tyler: Lumbermen

The Tyler brothers were both born in Wading River, New York. Their mother's family is an old New England family, the Hudsons, who trace their roots directly to the first settlers at Plymouth Rock. Their father was a sailor who first saw California in 1854. The two brothers came to California in 1859, and in 1869 they bought a lumber mill with partner William La Praix. They created the firm, Tyler and La Praix.. They ran a thriving lumber business for seven years at Seely Flat in the San Bernardino Mountains. In 1884, they retired and the property was bought by Grass Valley Milling Company. This company later sold it to the Arrowhead Water Company. The brothers came to Highland and became citrus growers. They were very active in the City Creek Water Company and the Highland Well Company (Ingersoll, 1904).

The Thompson Family: Early Pioneers

Jennie Thompson was born on March 24, 1869 to Tobey and Harriet Noyes. The Noyes were citrus growers in Highland and owned land north of Highland Avenue. A small house was built on the land that was her home for the rest of her life. She first attended school in the old Cram school when it first opened. She rode her horse to school each day (Rule, 1970).

In 1891, a larger house was built and she married Robert Thompson in that house in 1892. She and Robert had two children, Isabelle and Chester Noyes. Isabelle died at two years of age. Noyes Thompson operated the citrus packing plant of the former Highland Exchange Association which his father had managed for years. The company was called Noyes Thompson, Inc. He is believed to have committed suicide in 1942 due to business worries (Rule, 1970).

Robert Thompson was a citrus grower. In January 1895, he planted strawberries just above the frost line on a sonny slope. The "Citrus Belt" states that he shipped 125 boxes of strawberries a week to the Redlands Market. Jennie was well-known in Highland for her interest in civic and church affairs. She was a member of the Congregational Church and took part in the ground breaking for the new church on Palm and Atlantic in 1962. She was named "Citizen of the Year" by the Highland Chamber of Commerce in 1954. Jennie became

the first woman to receive that award. She was a Life-Member of the Highland Woman's Club for 65 years. She was well-known for her sparkling wit and told friends in her later years that she had lived in Highland longer than anyone else. She was very happy to have an elementary school named for her by the San Bernardino City Schools in 1966. Her fondest dream was realized when she was taken to the completed school in 1966 ("Final Tribute," 1967).

Walter Scott Corwin

Walter S. Corwin was a direct descendant of an old Puritan family. He was born and raised in Ontario, Canada. He attended college at Victoria College, Coburg, Ontario. He came to California in 1885 with his wife and five children. He grew lemons and oranges. He believed strongly in independent marketing of the citrus and was successful in increasing his profit by doing so (Ingersoll, 1904). A small tin packing house still stands on his property today.

He was not only a citrus grower but also raised melons of a phenomenal size. With his son John, he helped develop the Imperial Valley. They made the first commercial shipment of asparagus from there in 1906. The asparagus seed was imported from France. Walter and John also planted 40 acres of table grapes. John Corwin, his oldest son, helped his father in raising nursery stock and the Corwins were one of

the first growers to successfully grow lemons in the San Bernardino Valley (Rule, 1970).

After his first wife died, Mr. Corwin married again. Later when his second wife died, he married her sister. She also passed away leaving Mr. Corwin a widower for the third time. According to Esther Aplin Neil (personal communication, January 20, 1998), his daughter, Mr. Corwin was a very strict father and a demanding husband. She claims his wives "just wore out" from hard work and child bearing. She remembers living in a tent for three years with six siblings until Walter, her father, "got around to building a house".

His son, Gordon, was a member of the state legislature before he retired after three terms. George Corwin died during World War I. Laura, his daughter, later married Donald Aplin, a local citrus grower. John continued growing citrus after his father's death in 1912 along with his brother Gordon and his other sister, Genevieve Wheeler. He passed away in 1941 after a long illness (Rule, 1970).

Mary F. Parker: Beloved School Teacher

Mary Parker came to Highland in 1886 with her brother, William. They came from Virginia and lived "just over the line" from the national capital according to Miss Parker's shared memories with students. She lived in Virginia with

her family at the time of the Civil War. She began teaching at Cram Elementary School in 1886 and later taught in the Highland Elementary School in 1889. An annual ninth grade award was given in her name to outstanding ninth grade students in Highland, a boy and a girl, for "Citizenship, Behavior, and Scholarship." This award was actively sought to be won by the students at the Junior High School. The building that once was the Junior High is now San Andreas High School (Beattie, 1995).

Miss Parker was an active citizen and president of the Highland Woman's Club. Social events were cited to have occurred in her home on Palm Avenue according to the local papers. She also wrote down history stories and one of the most famous to the area is "The Lost Metate" about a native American girl and an heirloom that was lost (Beattie, 1995).

She lived in this home with her brother, William, who reported her death from influenza. Over the years the two had rented to boarders and later the house was converted into apartments. Miss Parker died in her home at the age of 83. She was a beloved teacher and many of her students were her pallbearers. On her casket a wreath of flowers were placed with the inscription, "My Teacher....." (Beattie, 1995).

An Overview of Highland's History

Highland's Historic District was first eligible for the National Registry in 1978 and again reconfirmed in 1987 by an extensive survey done during the Cal Trans Route 330/30 project (California Department of Transportation, 1988). There are 101 buildings that are deemed historically significant including packing houses, hotels, store fronts, and homes. Agriculture is the main theme which influenced the development of the town once called Messina. Placement of homes, roads, railroad tracks, and even the type of architecture used in the town was influenced by the various jobs needed to grow, pack, and ship the crops grown in this area. On west Main Street were the more prestigious grower's homes, while on east Main Street were the railroad and packing house workers' smaller cottages, located directly across from the packing houses or "packing house row." A business area on Palm Avenue now divides the homes of the growers and workers (California Department of Transportation, 1988). Over time the citrus groves surrounding the town have disappeared, but the buildings remain. By understanding how the citrus industry influenced the local economy, positively and negatively, one can comprehend how Highland began, thrived, and declined in a relatively short time.

The first citrus tree was planted in Riverside by a woman who received a plant from a missionary friend in Bahia, Brazil. It was a Valencia orange tree. When Mrs. Tibbets received the tree and planted it, her husband did not want her to waste water on it. So she threw her old dishwater on it each evening and the tree thrived. It produced oranges a few years later (Schultz, January 1996).

Lewis Cram introduced citrus to Highland when he planted two acres of citrus trees on his land near the junction of what is now Orange and Third Streets. A flood in 1862 covered all the trees with silt from the creek, but he was able to save two. These two trees would later grow to an immense size and would produce as many as 50 boxes of oranges in one season. The flood was discouraging leaving behind only "sand and gravel wash where there once was fertile soil and one hundred foot trees" according to Frank Cram (Highland East Highland Historical Society, 1991). Later in 1878 Mr. Ingham, a local citrus grower, introduced the navel orange to Highland. The new slogan was "no seeds to choke the young or the bother the old".

Highland became a popular place to settle with your family and realize your dreams. Advertisements in the local papers raved over the agricultural advantages of Highland. ("The Best Citrus," 1892). The weather was mild, the land

was good, and there was plenty of water when the Big Bear Dam was built in 1884. People in the town felt that if a man could own ten acres of land, then he would have enough money to care for his family and even send his children to college.

Many of the families planted their own trees from seeds, cleared their land, and hauled water for miles to water the seedlings. The Crams with their neighbors, the Van Leuven family, dug water ditches for three miles from the Santa Ana River to City Creek Wash in 1858. This was the beginning of an extensive concrete and rock ditch system throughout the town to water the crops. Many of these ditches remain today throughout the historical district. W.T. Noyes claimed that over one thousand acres were planted in Highland between 1881-1892 (Rule, 1970).

Citrus was not the only crop grown in the area, although it was certainly considered to be the "cash crop" by local growers. Grapes, raisins, apricots, olives, melons, and strawberries were also grown successfully in Highland (California Department of Transportation, 1988). The citrus trees would not become productive for the first four to seven years so families had to find other means of making a living. Some became store owners, bankers, lumberyard workers, and nursery men selling seedlings. Mr. L.C. Waite

was a local success story when he planted 16,000 seedling oranges in 1887 and sold the seedlings for \$35,000 in 1892 while his orange grove only made a \$4,000 profit. Mr. Waite became an important citizen in Highland by helping to organize both the bank and the water company (Rule, 1970).

The citizens of Highland were a very determined and talented group of people. There were college graduates such as W. S. Corwin and Dr. C. C. Browning, as well as self-made men like the Crams and Ah Sing Chung. The group worked together to secure the railroad track through the town. This was needed to transport the citrus in a more efficient way than taking the fruit by wagon to San Bernardino or Los Angeles. Together the growers in 1892 collected \$10,000 to pay for the right of way for the railroad to include Highland on the kite shaped track from San Bernardino (Rule, 1970). The railroad named the stations West and East Highlands. In 1894 an agreement was signed to begin packing oranges in the area. The first packing company was called the Earl Fruit Packing Company (Highland East Highland Historical Society, 1991).

During all the agricultural expansion, the town of Messina (West Highland) was growing to meet the needs of the new settlers. Highland School District was established by petition that was circulated by W.T. Noyes. This was the

first recognition of the name Highland. In 1891 the First Bank of Highland was formed, the Methodist Church was built, and the Santa Fe Depot was built. Dr. C.C. Browning arrived in Highland in 1893 to establish a medical practice (Ingersoll, 1904). In 1903 the public library was opened and the Electric Trolley Line was built in Highland (Highland East Highland Historical Society, 1991). The town of Messina moved from Base Line and Palm Ave. to the new townsite to the north on Palm by Main Street and Pacific Avenue. A blacksmith shop, a commercial building, a restaurant, and a hotel transferred from the old townsite. By the turn of the century the town had grocery stores, a drug store, building supplies, newspaper, fire department, and two blacksmith shops. In 1904 some of the growers built houses on the south side of Main Street. The First Bank of Highland opened its doors in 1904 and was designed by the famous architect, Arthur B. Benton. The board of directors for the bank had close ties with the citrus industry. They understood the fluctuating economy that resulted from the towns dependence on the citrus crop (California Department of Transportation, 1988). Lumber from the local mountain areas such as Seely Flats was milled at the Brookings Lumber Yard on Boulder Ave. This lumber was used to help in the building of the new town and the wooden crates used to ship the oranges. Many of

the local boys worked at the mill.

Disasters struck the town in the late 1930s. Fires burned down some of the packing houses and corrugated metal buildings were built in their place. The Highland Citrus Association burned down in July 1930 and after being rebuilt again burned down in 1931 (Rule, 1970).

The decline of Highland began in the mid-1930s. Automobiles were available and people began to leave the area on car trips. The close neighborly town began to change. World War I took many young men from the area in which they grew up and showed them the world. As happened in many rural areas, the soldiers coming home no longer wanted to stay in a small community, but looked for work in the cities. Cars made it possible to commute to the cities for work. In 1936 passenger service was discontinued by the Pacific Electric Railroad. A series of natural disasters caused problems in the citrus industry itself. The first disaster was a 13 night freeze in 1937. The oranges were much less plentiful and so it affected not only the growers, but the packing houses and the railroads as well. Workers were laid off and went to other towns to find jobs. Another catastrophe hit in 1938 when a horrible flood occurred and did substantial damage to most of the orchards in the area. The local bank was sold in 1937 to the Bank of America, a

statewide organization not as understanding of the problems of citrus growers in the area. Finally with the building of Norton Air Force Base, suburbanization was on the rise. Property values increased and so frustrated growers sold their land at a good profit. Housing tracts grew in the place of the groves and light industry occupied the old packing houses. The historic area remains very intact and a planning committee is now trying to save this area from destruction (California Department of Transportation, 1988)..

GOALS AND OBJECTIVES

The goal of this project is to increase awareness and knowledge of the primary teachers in Highland of the historical significance of West Highland so that Highland students would be exposed to the rich history of their own town. The purpose of the project is to help educators to encourage children's civic pride by increasing student understanding of the intrinsic values of historical buildings and gaining the knowledge that decisions about resource and urban planning is critical to the well-being of an urban environment.

The goal was achieved in the following manner:

1. Develop a curriculum in which students are taught the history of Highland beginning in the mid-1800s. Lessons including the historical background of the area were part of the curriculum. The significance of agriculture on the city's growth and decline, resource decisions made in the past and present, and the importance of urban planning were included in the curriculum as well. Outstanding citizens of Highland who made a commitment to improve the quality

of life within the city were highlighted. The central activity is a walking tour for children through the historic district for them to see historical preservation in its various stages.

2. Field test the activities. Modifications were made to some of the lessons.

DESIGN OF THE PROJECT

The curriculum includes the background of the history of West Highland with biographies of significant pioneers and a historical walking tour for students. Activities for students both before the tour and following the tour are included in the curriculum. Focus areas include: historical preservation, the importance of urban planning, the influence of agriculture on an area, and civic pride.

The activities were adapted from numerous books, articles, and guides relating to both environmental education and history education. Background history was obtained from newspaper articles, interviews with senior citizens of Highland, the County Archives, and the Gallop Survey taken by the California Department of Transportation. The Highland Historical Society and local historian, Kay Beattie, were generous in sharing both information and sources.

A series of lessons to be done with primary students before the tour teach children the story of Highland's past. Emphasis is placed on how agriculture and natural resources affected the growth and design of the town. During the tour, students are given a reproducible workbook. Students are asked to scrutinize buildings and structures for architectural detail, comparison of old and new residences,

and alterations. After the tour, activities include dialogue about the problems of historical preservation and about possible solutions.

Pre-assessment and post-assessment covering children's understanding of the differences between the past and present are included. The activities were field tested with three elementary schools in grades one through three.

IMPLICATIONS FOR EDUCATION

Although Highland's Historic District is eligible for inclusion in the National Register of Historic Places, its significance is not understood by many Highland citizens. While social studies is a part of the mandated curriculum in our schools, students are rarely exposed to the history of their own neighborhood. This curriculum has attempted to address these concerns. A concise background history and the availability of an inexpensive field trip with corresponding lessons encourages teachers to integrate local history into their teaching day. The importance of preserving the area and the urban planning necessary for this preservation has been addressed throughout the project. Thus students will be exposed to the rich history of their own hometown and will look closely at the buildings, structures, and layout of the Historic District.

RESULTS

The writer field tested the curriculum in three elementary schools. The grade levels ranged from first to third grade. The children were debriefed through both dialogue with and written answers to questions posed by the teacher.

Students' knowledge about their own neighborhood and the historical significance of the area expanded significantly. The lessons done before the tour were important and enhanced the historical walk for the students. They were excited to point out the architecture, the water ditches, and various buildings. The residences of famous Highland pioneers were identified by the students. The restaurant and home of Ah Sing Chung was severely damaged by fire and the children had many suggestions on how the building could be "fixed up." The packing house that is now the Dry Ice Arena serves as a successful example showing an older building altered for a new purpose, while Wendy Chang's Beauty Spot is an example of a building continuing to be used as the same business for a hundred years with preservation and maintenance. Student ideas about new uses for old structures were very creative during the post lessons. By filling in the workbook during the tour, students scrutinized details about the structures and

pointed easily to the characteristics of the architecture and alterations of the buildings. A few houses were built about 30 years ago and the children pointed out attached garages, lack of porches, and smaller windows as clues that these residences were not built a 100 years ago. Many parents commented to me that their children insisted on taking their families on the tour later and were amazed how much information the children were able to share. By picking and packing their own oranges, students understood how to size the oranges with rings and the importance of cutting the fruit off the trees. Various varieties of citrus were compared and a better understanding of how "spots" appear on the skin of the fruit was achieved. Cull oranges were easily identified by the students for juicing.

Currently the City of Highland is sponsoring a Harvest Citrus Festival in the district each spring. Historic Building Tours and a History Booth by the Historical Society are part of the Festival. Next year the writer is planning to sponsor a History Experience for children with hands-on activities, coloring books, and storytelling about the town's history. Children have previously been involved in the Festival through Coloring Contests of historical homes, an Essay Contest, and an Orange Label Design Contest. Teachers in the area were sent a history overview of the

area and lesson ideas on teaching about citrus farming. One teacher commented, "I grew up in Highland and I had no idea what all those building were! I was amazed that they were anything important!" Many adults have expressed interest in an adult tour. Future plans are being made for teacher workshops in the area.

APPENDIX A
Pre-lessons

PRE-LESSONS

Objectives

Students will:

Understand that history is a permanent written record of the past.

Tell their own history.

Be able to define the characteristics of a community.

Be able to distinguish between past, present, and future.

Be introduced to the history of Highland with emphasis on the Historic District.

Compare and contrast the lives of children today and one hundred years ago.

Identify three types of architecture: Craftsman Bungalow, Queen Anne, Prairie.

Define modes of transportation 100 years ago.

Define the importance of resources including land use in establishing a community.

Pre-assessment:

Ask the children to fold a piece of paper in half. On one side of the paper ask the children to draw the city of Highland in 1998. On the other side of the paper ask the children to draw Highland as it was 100 years ago.

Later analyze the papers for the differences and similarities in the children's drawings between Highland of the past and present. The drawings will clearly show the children's concepts about life 100 years ago. Keep the drawing to compare with the post assessment.

Lesson 1: History Is a Story

Background:

History is a record of the past. It can be written down, audio taped, video taped, or photographed. It is not enough for history to be retold aloud because the history can be altered with each telling. Even with recorded history people vary in their interpretations and views. The time before people were able to record history is called unrecorded history. Dinosaurs occurred in unrecorded history because people were not alive to record the events of the time.

Materials:

Paper and pencil

A willing visitor to share his/her story

Activities:

1. Ask the children if they have been taught the fingersong, "The Itsy Bitsy Spider." Ask for a show of hands of how many were taught to recite "itsy bitsy" spider, how many were taught to say "teensy weensy" spider, and how many say something else. Explain how this does not really change the meaning of the song but everyone hears the same song a little differently.
2. Ask a familiar person to visit your class and tell their "history." The storytelling should not be more than 15 minutes. The principal, nurse, custodian, or a parent helper would work well.
3. After the person leaves, ask the children to write down the person's history exactly as they remember it. Ask the children to be as accurate as possible.
4. Then ask children to volunteer to share their written record of the visitor's history.
5. Divide a large piece of paper in half on the front board. Label one side "the same" and the other side "differences." Ask the children to list the similarities between the stories and write them on the chart. Then ask the children to list the differences between the stories and list them. Discuss as a group why the differences between the stories existed when all the students heard the same story at the same time.

Optional follow-up activities:

1. Read the story of The Three Little Pigs aloud to the class. Now read the book, The True Story of the Three Little Pigs. Discuss how the wolf had a different point of view than the pigs.
2. Find various articles or accounts of the same historical event. Compare and contrast the varying views of the observers.
3. Find various articles describing an important historical figure. Compare and contrast people's opinions of this person. An example might be General Robert E. Lee. Ask the children why people have different opinions about the person.

Lesson 2: Telling Our Stories Using a Time Line

Background:

Make a time line to share with the class about the history of your school building. Divide the time line into years. The first year would be when construction began on the school and ending with the present. On your time line chart any additions to the school, portables that were added, sidewalks, or playground equipment.

For homework send home "My Own History" questionnaire to be filled out with the parents help (student page 1.1). Ask your children to return it tomorrow to help them complete their class project.

Materials:

"My Own History"-duplicate one per student
Teacher made time line about history of the school buildings
Teacher made time line with only a horizontal line drawn down the middle
Butcher paper cut into strips two feet long and one foot high for each child
Children's history information sheets
Rulers and pencils

Activities:

1. Display the time line about the school for the children. Show how the line is divided into equal years and each year is marked. Read to them the events you have put on the school building time line. Explain that not every year has something written on it because no new building occurred.

2. Now with your class make another time line about your class history. Divide it into months. If it is early in the year, then divide the time line into days rather than months. Model for them how you evenly divided the time line. This can be done by counting the number of days or months needed and folding the paper into that many increments. It can also be done by measuring the length of the paper in inches and dividing by the number of increments needed. This is a super calculator lesson for children. Ask the children to help you fill in the time line with events.

3. Give each child their paper strips and tell them that you are going to help them make their own time line with their personal history. Use rulers with the children to draw one line horizontally across the paper. Help the children divide the paper into 10 equal parts. Beginning with their birth years, the children need to label each increment with a year until they reach the present. Ask the children to fill in

their time lines using their homework sheet for help.

Optional Follow-up Activities:

1. Read together The Story of Johnny Appleseed. Have the children make a time line of his life story.

2. Now is a good time to introduce the genre of autobiography and biography. Read Little House on the Prairie and discuss how this is the autobiography of Laura Ingalls.

3. Encourage your children to write an autobiography using their time lines. They can include pictures to make a keepsake for themselves. Explain it is not necessary to include information that will make them or their family uncomfortable. Include events that they are willing to share with classmates. Allow time for children to volunteer to share these autobiographies during class.

4. Make a bulletin board called "My Story." Each week a different child can volunteer to decorate the board with drawings, pictures, and mementoes of their personal history. This is a great way to build self-esteem.

My Own History

Parents and Guardians:

In social studies we are learning that history is the written record of the past. Tomorrow in class the children will make a time line using their personal history.

Please help your child answer these questions and send back these forms tomorrow. We will be using these answers to complete the lesson in class. If you do not know an answer for sure, help your child make the best guess possible. Thank you.

My birthday is _____

My first day of school was _____

My favorite birthday celebration was _____

My brothers and sisters were born _____

My favorite trip was to _____

I took that trip (date) _____

Lesson 3: Defining Community

Background:

According to Webster's Dictionary a community is "a body of persons living in the same place or having common rights, privileges, or interests." When presenting the concept of the community to your class in this lesson, you will begin with familiar communities such as the classroom, the school, and the local neighborhood. Then expand the community to include the city of Highland today.

Materials:

poster paper
crayons, pencils, or markers
old copies of The Highland Community News

Activities:

1. Ask the children to explain the term "community." Chart their answers on the poster paper. As a group try to write a definition of a community as understood by the class. Then read the dictionary's definition and ask the children if they want to change anything about the class definition.
2. Explain to the children that together you will make a list of communities to which they belong. Model for the students a few communities to which you belong. An example might be your school staff, a bowling league or other sports team, and the Parent-Teachers Association. Reread the class definition and then write down the children's responses to various communities to which they belong. Ask the children if they agree with all the responses. Discuss why some may or may not be communities using the definition.
3. Ask the children if the city of Highland is a community. Discuss how it fits the definition of community.
4. Make a circle in the middle of a poster paper with Highland in the center. Create a word web with the children naming the parts of the Highland community. Encourage the students to name the library, local businesses, City Hall, and schools on their web.
5. Remind them that the local paper is named the "Highland Community News." Hand out copies of the newspaper and challenge the children to find other parts of the Highland community that they have not listed on the web. Spend time looking through the papers and discussing the various parts of the paper. Ask the children if they think it is important that Highland has its own paper. Why or why not?

Optional Follow-up Activities:

1. There are great works of art that display communities. Try to find posters or books with these paintings. A few artists that show community in their work are Grandma Moses, Norman Rockwell, and Diego Rivera. Display these pictures and discuss the kinds of communities the children perceive in these pictures.
2. Have the children paint or draw the community of Highland.
3. Read stories about communities such as: Aunt Harriet's Railroad in the Sky by Faith Ringgold and It Takes a Village by Jane Cowen-Fletcher.
4. Learn songs about communities such as Gregg and Steve's We All Live Together and I Live in a House In My Neighborhood.

Lesson 4: Past and Present**Background:**

It is important that children be able to pay close attention to detail. Categorizing by close observation is useful in finding patterns and identifying changes in one's environment. Children will be asked to look closely at pictures and objects to decide its time period; present or past. Children will also be asked to form conclusions about how things have changed from the past to present. They will look closely at the changes in human lifestyle and environment as well as vegetation and wildlife.

Materials:

copies of pictures from the present and the past
copies of newspaper stories and advertisements from the past and present
paper, crayons, scissors, and pencils
index cards
bulletin board paper three feet by three feet in three colors
glue sticks

Activities:

1. Divide students into small groups and pass out the copies of the newspaper articles and pictures. Ask the children to look over the copies very carefully and discuss them with the group.

2. Next ask the children to categorize the articles and pictures into similar groups. Ask the children to write down the titles of their groups on the index cards. Have the children share how they categorized the copies. Challenge the students to put the copies into only two groups considering time as the theme. Share their ideas with the group.

3. On the board have large bulletin board paper with three different colors. Label one color past, one color present, and the other color future. Ask the children to draw one picture for each of the three categories. Model placing three pictures on the board using the glue stick and explain why it belonged in that category of time.

4. Let small groups of students come to the board and glue their pictures into the correct categories. Discuss the pictures.

Optional Follow-up Activities:

1. Encourage your students to ask if their parents if they can go on a "hunt for treasures of the past" in their garages or attics. They can ask their families if they know the history of the object. Students can write down the object's history. Explain to your students that people such as archeologists and museum curators often have to write down objects histories. Students can share their objects and written historical record in class.

2. Students can browse through old magazines to cut out pictures to make their own past, present, and future collages.

3. Children can research how toys have changed in the past hundred years. Ask them to create a toy of the future . Students can draw a picture and description of the toy.

Lesson 5: Introduction to the History of Highland

Background:

Read aloud Roxaboxen by Alice McCleary or The Little House by Virginia Burton. Inform the children that the story you are reading to them was written about the history of a place. Discuss how the book explains how the town changes over time. Tell the students that you are going to tell them the history of Highland, their town.

Materials:

"The History of Highland"-duplicate one booklet per student

Activities:

1. The teacher reads the booklet(student booklet 1.2) aloud to the children.
2. Discuss the story with the children asking comprehension questions for understanding and specific details.

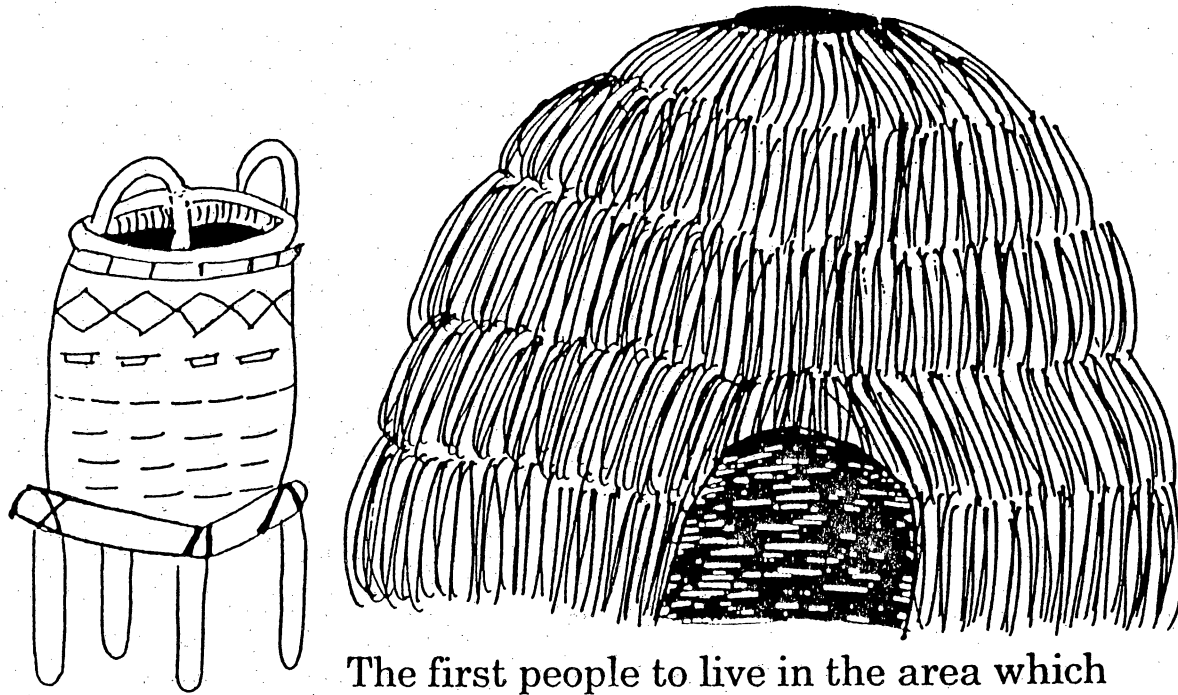
Optional Follow-up Activities:

1. The children can reread the booklet as a group or with partners.
2. Encourage the children to make a class book about Highland's history and share it with another class.

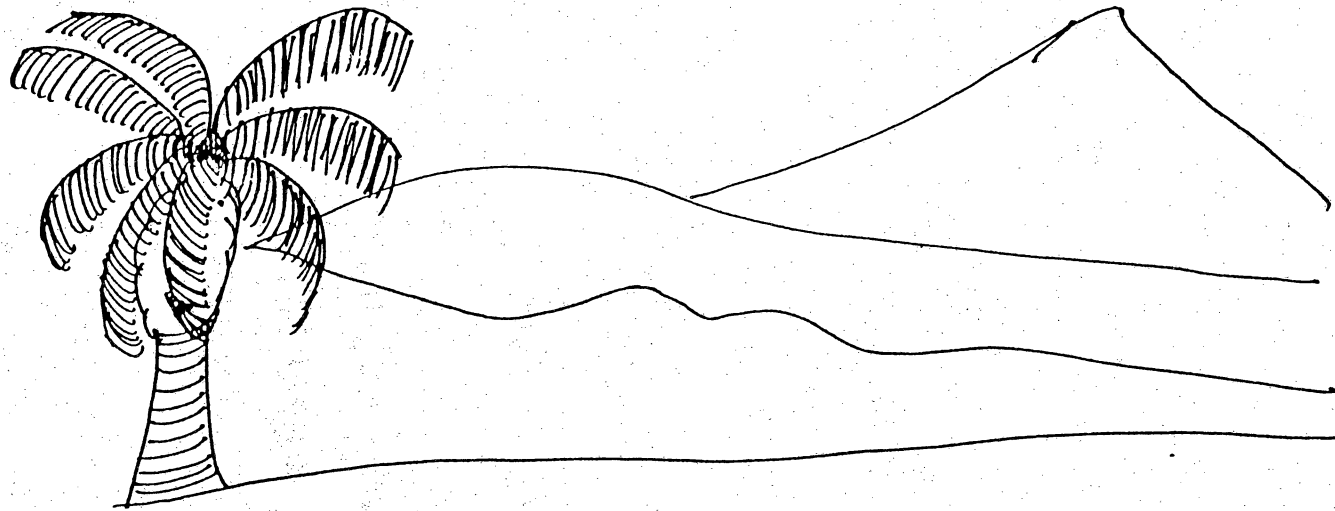
The History of Highland

**An overview of Highland's
History for Children**

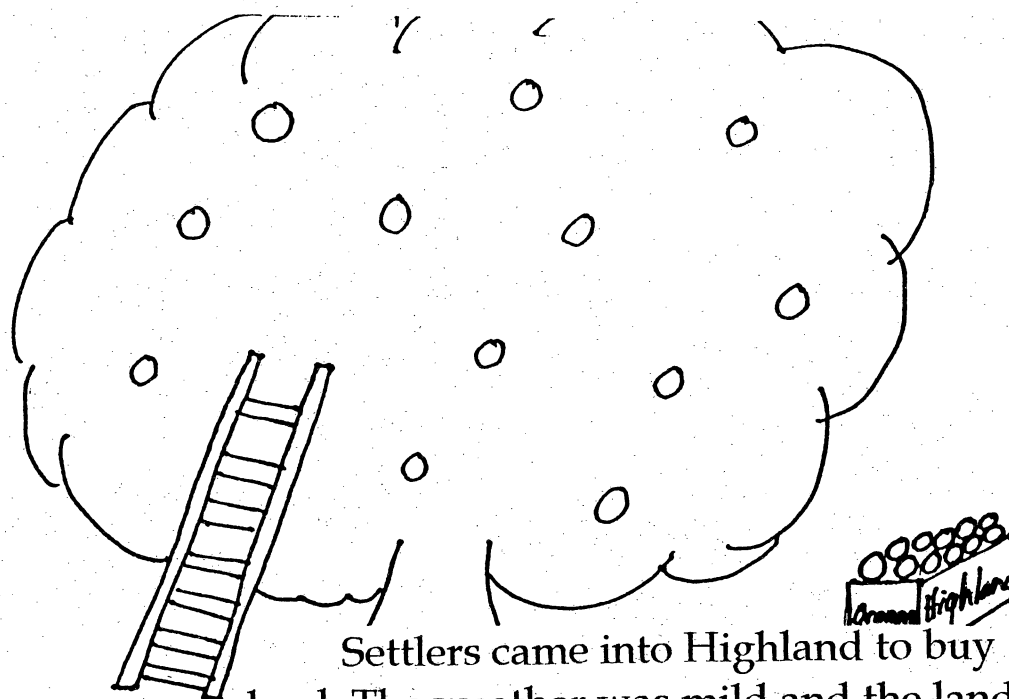
The Highland Historic District was preserved after a study was done in 1988 by The California Department of Transportation. The 30 Freeway was redesigned so that Highland's Historical Buildings could remain intact. There is still much work to be done to safeguard this valuable area.



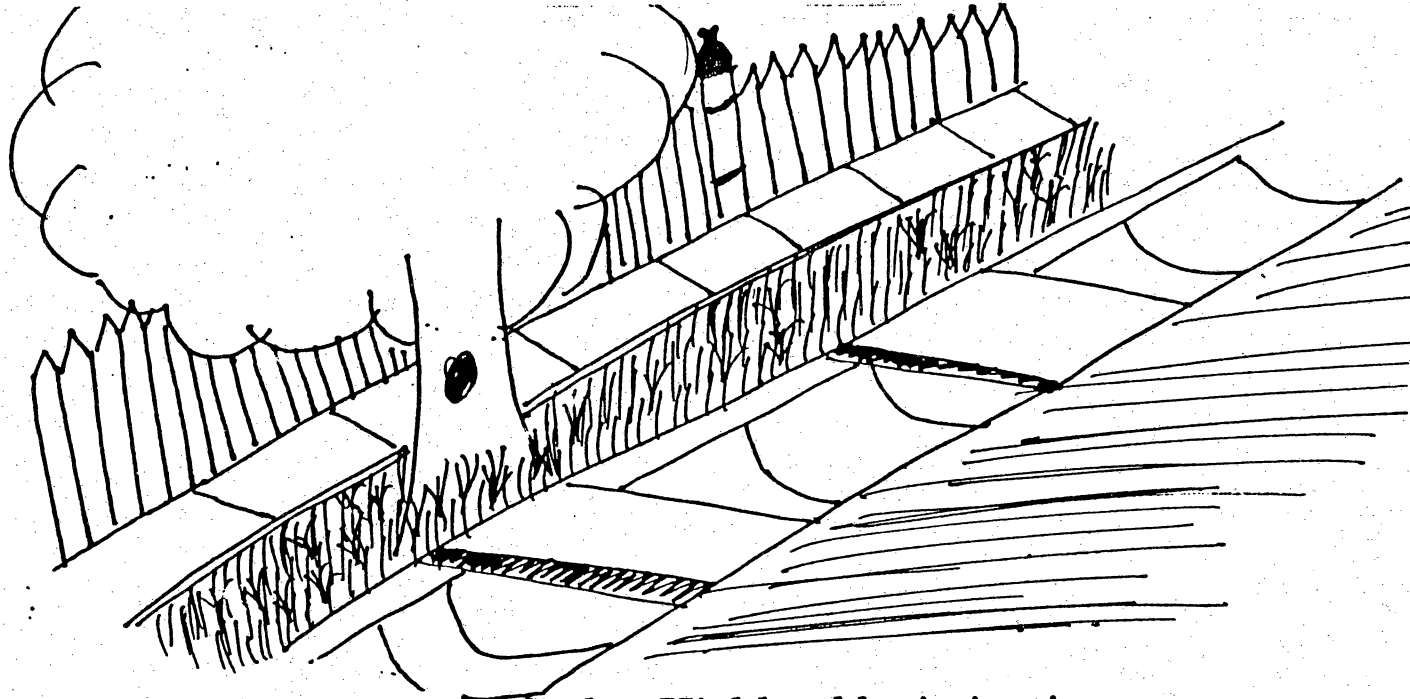
The first people to live in the area which would become Highland were the Serrano Indians. They lived in grass huts and ate acorns, berries, seeds, and pine nuts. They later built homes of adobe. As more outsiders moved into the valley, violence broke out. In 1891 the mountain Indians were banished to the San Manuel Indian Reservation where little land could be used for agriculture.



Lewis Cram and his family were the first white settlers in Highland. The Cram family settled in East Highlands and built a beautiful home using the skills they had learned in furniture making. Lewis Cram also planted the first citrus trees in Highland. He planted six trees but a flood washed out all but two trees. The Cram family continued to successfully expand their citrus groves.



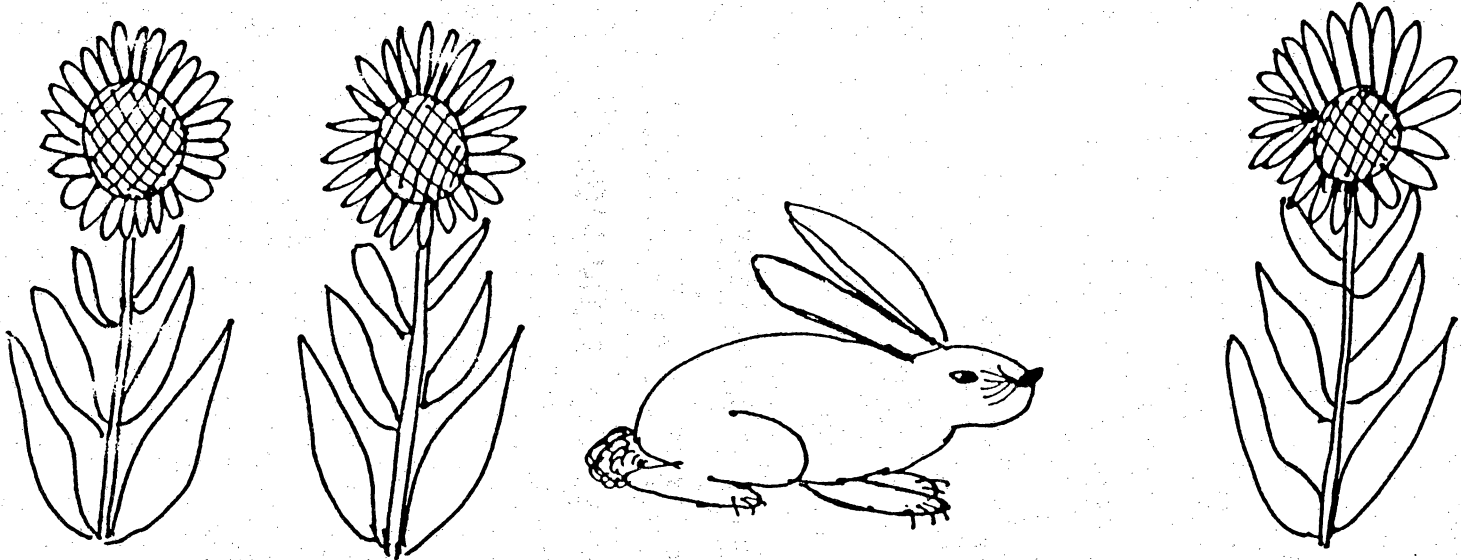
Settlers came into Highland to buy land. The weather was mild and the land was good for farming. Olives, grapes, melons, raisins, and strawberries were grown by farmers in this area. Oranges, however, were considered the cash crop. If a person could own ten acres of land, there would be enough money to raise a family and send the children to college.



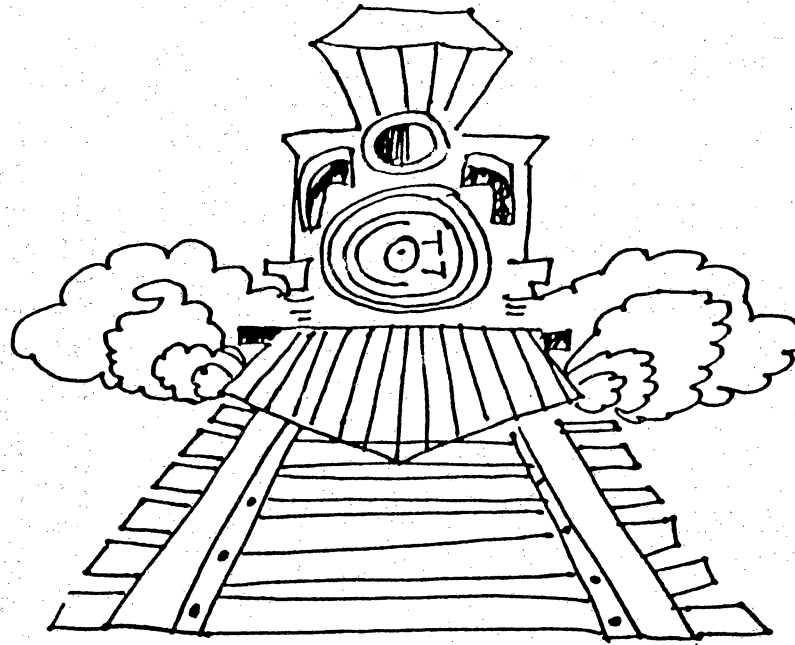
Water was supplied to Highland by irrigating. The first ditches were dug by the Cram family and the Van Leuven family from the Santa Ana River to City Creek in 1858. This was the beginning of many concrete and rock ditches built for irrigation throughout the town. Later in 1884 the Big Bear Dam was built and supplied water to even more land in Highland for planting.



The town of Messina was first built along Baseline by Palm Avenue. It later moved north on Palm Avenue. A bank, businesses, homes, churches, and restaurants were built in Messina.



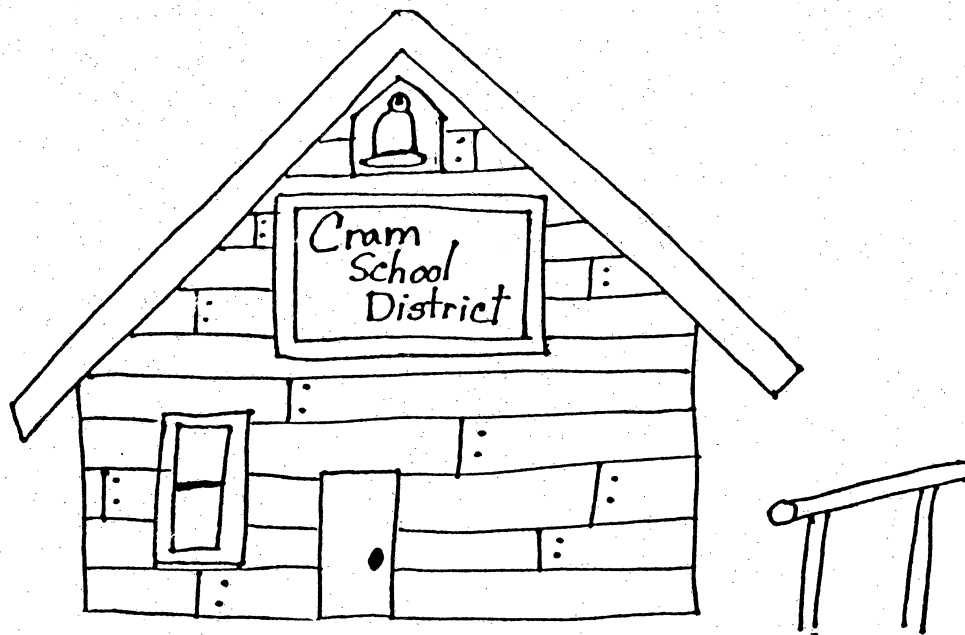
One of the first businesses in Messina was a restaurant belonging to Ah Sing Chung. Mr. Chung came to the United States from Canton, China. He told people that early Highland was all jackrabbits and sunflowers. In later years he grew vegetables throughout Highland and many people worked as pickers in his fields. He was known as a good businessman and a generous friend.



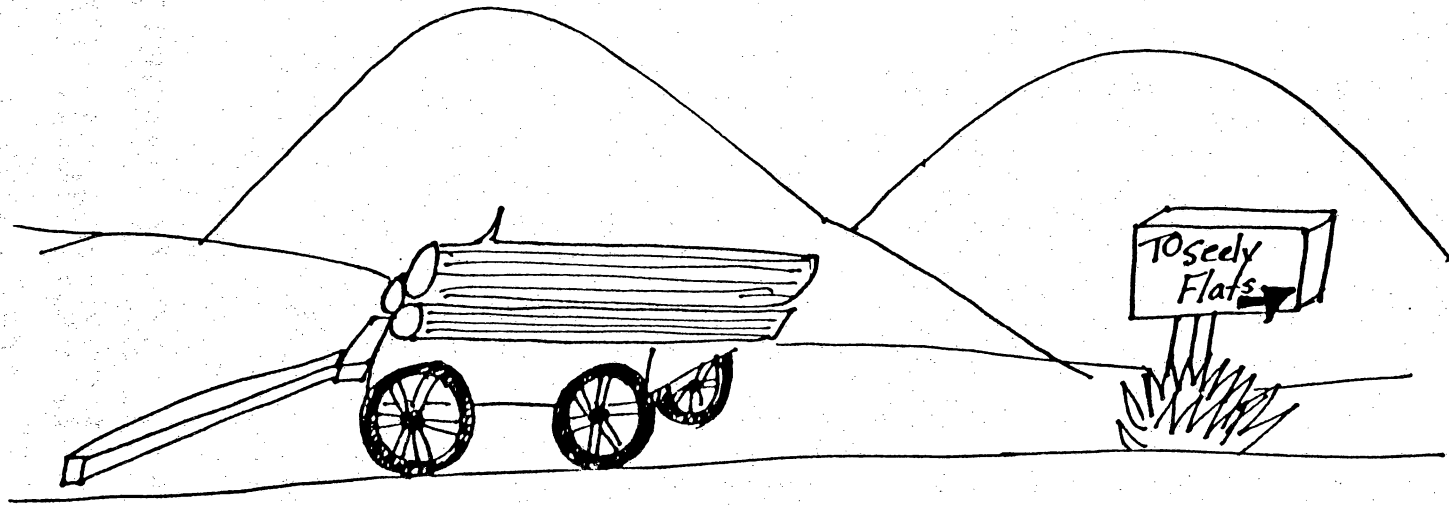
The businessmen of Highland organized together and collected \$10,000 to pay for the right of way for the railroad to include Highland on the Santa Fe Kite Track. The trains were very important to the growers for transporting their crops to market. Before the railroad came to Highland, the fruits had to be taken to San Bernardino by wagon.



Citrus packing houses and the railroad employed many people. Small houses were built on East Main Street near these businesses. Boarding houses such as the Gleason Hotel was built to house single men who worked in Highland. Some of the growers built homes on West Main to be close to town. Many growers had two jobs as the citrus trees took 4 to 7 years to produce fruit.



The first school was built in East Highlands and was named the Cram School District. It had one room and the teacher was Miss Nettie Daley. She was paid \$50.00 a month with board. School was held for three months, from December 2nd to March 28th. Thirty-one children were enrolled. They came on horseback or by wagon or they walked to school each day.



The nearby mountains were an excellent source for water and for lumber. Three men, W. S. LaPraix, Joseph Tyler, and Charles Tyler began a lumber mill in Seely Flats. The lumber was used to build boxes and to build trays for drying fruit.



The name of Highland was first introduced when Highland School District was established. Later the railroad would name the depots Highland and East Highland. The town's name was officially changed from Messina to Highland in 1899.

Lesson 6: Comparing Children of Today and Yesterday

Background:

It will be necessary to first explore with the children how the lack of electricity would impact their lives. They may need to make a list of objects in their homes that depend on electricity. Also discuss the lack of malls and stores that specialize in toys only. A fun activity is to encourage the children to interview a grandparent or elderly friend. The students need to ask the person about their childhood. They can ask specific questions about favorite activities, toys, and school. This will give the children a good starting point to begin comparing childhood today and yesterday.

Activities:

1. Send a letter home with your students explaining to parents that the class will have an "Old Fashioned School Day." Ask them to allow their boys to wear straw hats and the girls can wear long skirts or dresses. Encourage the parents to let the children bring a piece of fruit or crackers for snack, wrapped in a bandanna or in a little bucket. This will be the children's snack for the day.
2. Before the special day, plan how you will dress the part of a school marm or master. Borrow slates with chalk, jump ropes, a pointer, and make a sign that says, "Welcome to Cram School 1869." A school bell for calling in the children from recess is fun to use. Post the rules for the class on the board and position all the desks so that they face the board.

School Rules for Cram School

1. When the teacher calls on a student, the student is to stand by his/her desk before replying.
2. The teacher will always be answered with "Yes, ma'am" and "No, ma'am" or "Yes, sir" and "No, sir."
3. No talking is allowed during lessons unless the teacher calls on the student.
3. The day of event hang the sign outside your door and call the children in with the bell. Be very stern.
4. Give the children individual chalkboards after reviewing the rules. Assign handwriting and math assignments to the children on their slates. Have the children stand to recite their math facts and phonics sounds. At recess time allow the children to eat their snacks outside on the grass. Lead

the students in old fashioned games: jump rope, a tisket a tasket, relay races, and tag.

5. At the end of the day ask the class to compare the "old school day" with their "regular school day."

Lesson 6: Transportation Today and Yesterday

Background:

Highland was a rural town dependent on horses and buggies for many years. Later the Red Trolley Car was added to run between Highland and San Bernardino. Many high school students relied on the Trolley to take them to Sturges High School. The railroad was for exporting the local agricultural products as well as for passenger service. Presidents Cleveland, McKinley, and T. Roosevelt were said to have ridden on the "Kite Track" between San Bernardino, Highland, Redlands, and Mentone. This route was called the "Kite Track" because the track was kite-shaped. A stagecoach ran for many years from the corner of Palm and Pacific Avenues to the mountains. When cars became popular, the young people no longer stayed in town but drove distances for work, school, and pleasure. The small town atmosphere of the town changed (The California Department of Transportation, 1988).

Activities:

1. Define transportation with your students. Then direct the children to work in small groups and make a list of various types of transportation used today.

2. Ask the children what natural resources are needed to run these kinds of transportation.

Do these modes of transportation cause any problems in our environment? What?

3. Now list together the kinds of transportation used in Highland 100 years ago. Ask the children what kind of resources are needed to keep these kinds of transportation running.

Did these modes of transportation cause any problems in the environment? What?

4. Explain to the children that Highland like many small towns in rural America began to change with the invention of the automobile. Why would the automobile have this effect on small towns?

Optional Follow-up Activities:

1. Study the history of railroads in more depth. Did it also alter the American way of life?
2. Use a shoebox to make a wagon like was used to bring down the lumber from the mountains or the Red Trolley that ran between San Bernardino and Highland.

Lesson 7: Why Did They Pick Highland To Live?**Background:**

Highland had a mild climate, excellent fertile land, and readily available supply of water with lots of local creeks. It was a perfect place to farm. The local Indians also settled in the foothills of the mountains because they enjoyed "the best of both worlds" between the mountains and the valley. The mountains and the valley were relatively close so that one could easily move between both areas. If the outside temperatures were too hot in the valley, then one could travel up to the mountains. If the mountain temperature was cold, then one could travel down to the valley. The valley is still beautiful today with its scenic mountain views and open mesas. When the Big Bear Dam was built, even more land could be irrigated for crops in the valley area. The railroad building its track through the middle of town, made Highland a growers dream (The California Department of Transportation, 1988).

Materials:

small paper cups
dirt
seeds
water

Activities:

1. Ask the students to pretend that they are farmers or growers. Their crops are very important to the well-being of their family.
2. Distribute the cups and seeds. Ask the children what they will need to insure that they have a healthy crop. As the children answer good soil and water, hand out the supplies. Direct the children to plant their seeds. Next they need to decide where to put the cups to insure good growth. Allow the children to put their cups in the place they have decided was the best for growing.

3. Explain that the men who came to Highland were looking for a good place to grow fruits and vegetables. Discuss why Highland would have been a good choice. What natural resources did Highland have that might attract families to live there?

Are those natural resources still present today?

Optional Follow-up Activities:

1) Have the children write an advertisement for Highland. The purpose of the advertisement is to encourage people to move to Highland.

2) Write the Mayor or the City Council of Highland a letter praising the town. Encourage children to state specific reasons why they like to live in Highland.

Lesson 8: Preparing for the Walking Tour

Background:

This is the last lesson that will be taught before the children will walk through the Historical District. The object of this lesson is to stimulate students to look closely at the buildings of an urban environment. By searching for the characteristics of 3 types of architecture, students will have to carefully look at the details of a building. The 3 types of architecture in this lesson are prevalent throughout the Historical District.

Materials:

Architecture worksheet-duplicate one set per student
magazines of houses such as "Better Homes and Gardens" or "Country Living"

paper
scissors
glue

Activities:

1. Distribute the Architecture worksheets (student page 1.3). Explain to the children that they will learn about architecture. Ask them if they can define architecture. Architecture is defined as the craftsmanship or the details of a building. Ask the children if they have seen the movie, Gargoyles. Explain that gargoyles are statues carved on the eaves and windows of buildings that have certain types of architecture. Point to the worksheet and inform the children that they are going to study 3 types of architecture that is plentiful in the Historic District. The 3 types are: Craftsman Bungalow, Queen Anne, and the Prairie Style (Massey & Maxwell, 1996).

2. Look carefully at the Craftsman Bungalow characteristics. Ask the children to read with you what type of details are seen on this style of house. Review with them the exposed rafters, low roof, a porch on the front, and the windows are grouped together.

3. Next look carefully at the Queen Anne characteristics. Ask the children to read with you about the details of this style of house. Review with them the steep roof, the round towers, dormer windows (windows that protrude from the second floor), and a roomy front porch.

4. The last style the children will read about is called Colonial Revival. Again review and read about the details of this architectural style. This style usually has a high pitched roof, with the door the focal point of the front. There are usually pillars with at least a small porch. The house is very "box" with the exception of the porch.

5. Explain to the children that these architectural styles were common 150 years ago. Plans for these homes were often purchased by the homeowners. Sears also offered a building kit with lumber, directions, and plans all together. It was similar to the models one can buy at the Hobby Shop, but much larger! There is a house in East Highland that was bought from Sears in a kit.

6. Challenge your students to find examples of the three architectural styles in magazines. Ask them to cut them out, paste them on the paper, and label them.

Architecture Worksheet

BUNGALOW STYLE (Arts and Crafts)



This house has a large porch on the front. The eaves have exposed rafters under them. The roof is low and comes to a peak in the middle. The windows are often in groups.

COLONIAL REVIVAL



The focal point of the house is the front door. The house is very straight and plain except for the front porch with columns. A decorative edge is around the roof by the eaves.

QUEEN ANNE



Queen Anne style homes are very ornate with conical roofs and towers attached to the house. Often they have dormer windows and very steep roofs. The porches are large and closed in with at least a banister. They have woodcarvings on the outside on the porches or by the eaves near the roof.

APPENDIX B
The Walking Tour

Background

The historic district of Highland was deemed to be eligible for listing in the National Register of Historic Places on November 14, 1978. The boundaries include the entire town of Highland as it grew beginning in 1891 to 1938. There are 134 properties in the district of which 101 are considered to be of historical significance (California Department of Transportation. 1988). The map on the following page (1.3) shows the boundaries of the historic district.

The walking tour begins on the southwestern corner of the district and continues east down Main Street. At the end of Main Street the tour's path turns north to Pacific Ave. Turn right on Pacific Avenue (continuing to the east). The last building on the tour is the reconverted packing house which is now Dry Ice, the roller hockey rink. The tour is approximately 2 miles long and can be completed in less than an hour and a half.

"A Historical Walking Tour"(student page 1.4) can be reproduced for each child to not only keep the children actively engaged during the tour, but will serve as a permanent historical reference for the children. During the tour, the students will be asked to perform tasks in the booklets looking closely at the various historical buildings. The answers put in the booklet are not as important as the process of scrutinizing their urban environment. The enthusiasm of the tour leader in listening to student comments and observations is critical to this process.

Materials

"A Historical Walking Tour"--duplicate one per child
pencils
clipboards for the children are helpful but optional

Activities

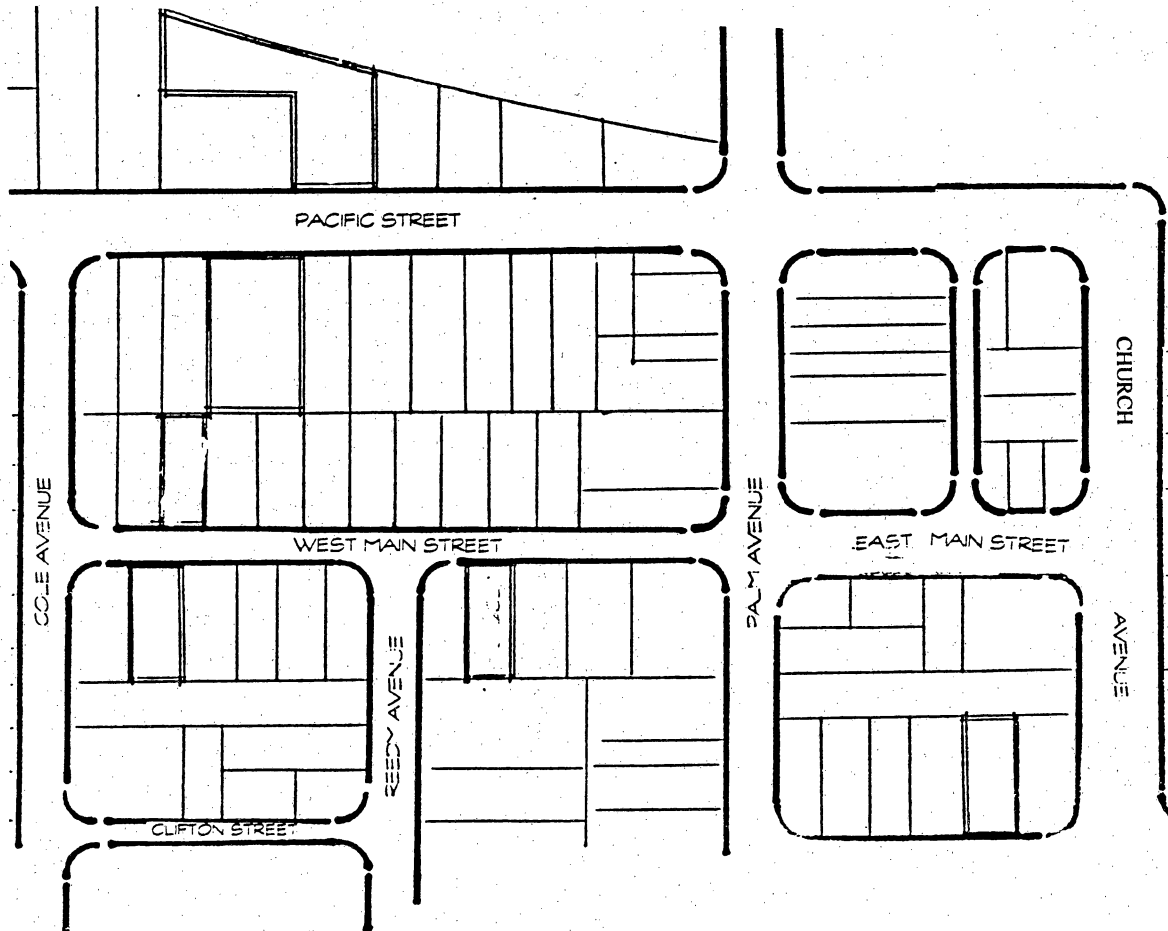
1. Begin the tour on the corner of Church Ave. and Main Street. Walk east on Main Street and stop at the Roddick house on the south side of East Main Street. Read together from the tour booklet and complete the directed task for that house in your booklet.

2. Keep walking along Main Street and encourage the children to spot the next site in the booklet for your tour.

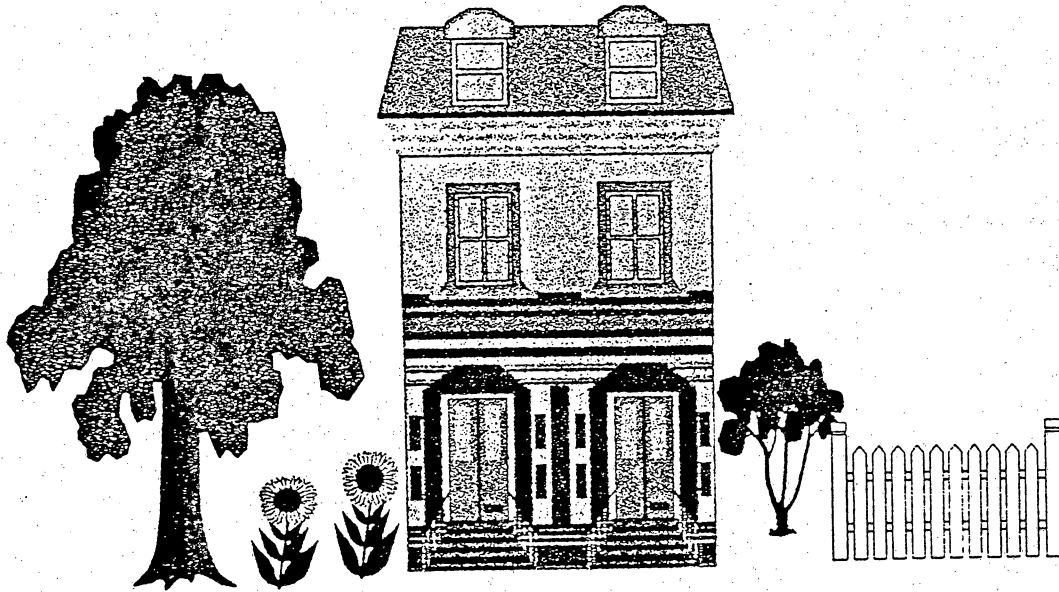
3. Together read the excerpt in the booklet and complete the booklet task.

4. Repeat the process using the booklets as your guides. The tour path is circular and at the end of the tour the group will be on East Main Street.

The Highland Historic District



A Historical Walking Tour



The History of Highland; A Historical Walking Tour

In 1990 the business district, packing houses, and the homes in the area of Palm Ave., Main Street, and Pacific Ave. were designated a historic district on the National Register of Historic Sites. The old-town area of Highland's townsite is a fine example of an early citrus town in Southern California. Eighty-one homes, 20 commercial buildings, churches, and community halls are in this original historic township area.

By Kay Beattie, City Historian

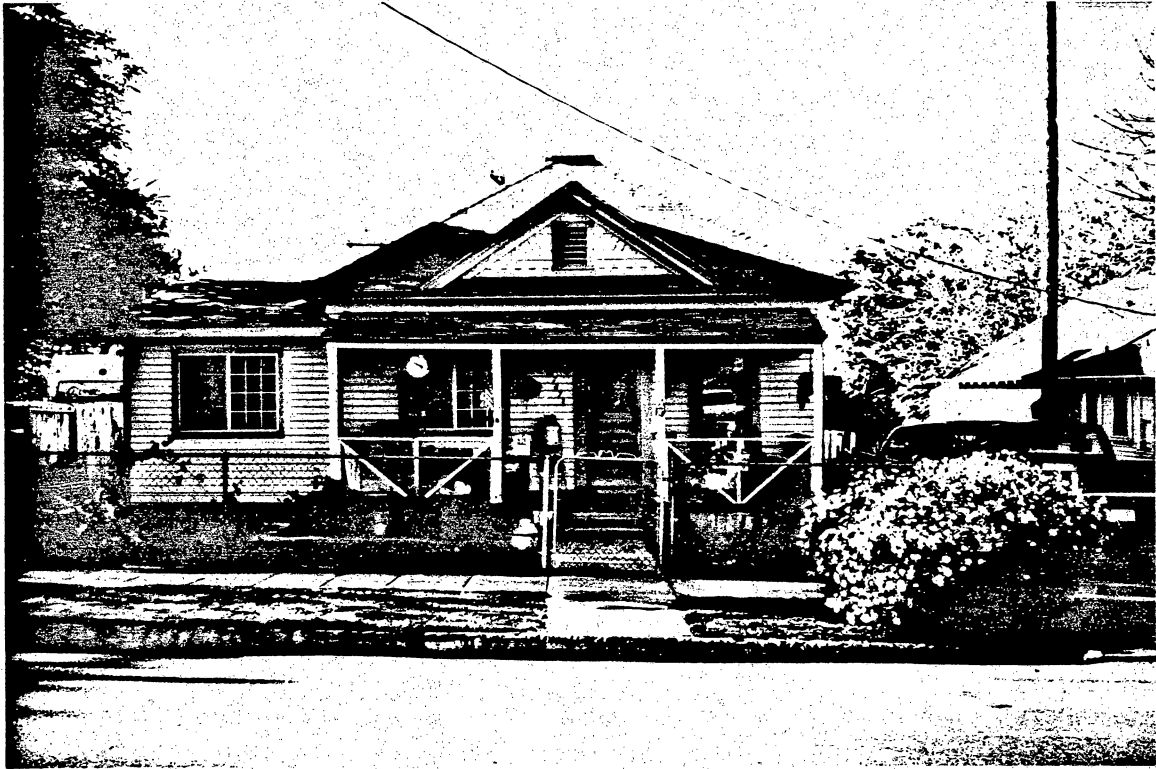
East Main Street

You are beginning the tour on the corner of Main Street and Church Avenue. As one looks west along Main street, on the right side are old metal and brick packing houses. This was called "Packing House Row." The packing houses were built next to the tracks so that the citrus could be efficiently loaded onto the trains. On the left side of the street there are small houses where the workers lived who worked for the packing houses, the railroad, or cared for the citrus groves. The people who lived in these homes were working class people who lived near their work. Many would supplement their salaries by taking in boarders or working second jobs. This was their way of trying to attain the "American Dream" of owning a house with land.



Look closely at the packing houses. Can you find the loading dock doors where the citrus was loaded on the trains? Circle them. Notice how high these doors were built. Why do you think they were built so high?

The Roddick House



This is a good example of the type of house built along East Main Street. It is a bungalow with a steep roof. This house was built in the late 1890's. The original house had two bedrooms with a kitchen along the back of the house. The left wing of the house was added a few years ago. The front of the house has a wooden porch . Circle the porch on this house. Now think about how much the neighbors had in common. They shared the same work place and neighborhood. Why do you think the front porch was important to people on East Main Street back in the late 1880s?

The Water Ditches



Along the left and right side of Main Street are deep stone and concrete ditches. These were left from the extensive water irrigation system that was built in Highland. The water came from the Big Bear Dam. Look closely as you walk along the street. Do you see places where the original rock is still in place?

Southern California, especially Los Angeles and San Diego, still relies on water ditches to carry water to them from Northern California. These waterways are called the Pipeline.

The Gleason Hotel



The first hotel was built in 1900 by Peter and Mary Gleason. Later, in 1904, it burned to the ground and was rebuilt. Many citrus workers lived here as it was close to the packing houses and the railroad depot. After her husband died, Mrs. Gleason continued to run and live in the hotel until she died in 1938. The hotel used to have a two-story front porch, but this was enclosed after 1930 to expand the rooms for rent.

Can you guess how much the hotel cost to rebuild in 1904? How much do you think it might cost to build a hotel today?

1904 _____

1998 _____

Answers on the bottom of the next page.

The Water District Office



This building was thought to be built in 1904 and was first used as the offices of the Water Company Office. Later it was used as a dry cleaners for many years. There is a story that a Chinese gentleman named Sam Yick owned this cleaners and employed other Chinese immigrants to help him. One man became terrified during a fire in the cleaners and climbed into the water tower in the back. The poor man drowned because he could not swim. The sad part is that the water tower was equipped with an outside hose that could have been used to put out the fire.

The building had an addition built in the 1940s. Can you draw in the addition on the picture to show how the building looks today?

Answers from page 80:

In 1904 it cost the Gleasons about \$5,000 to rebuild. Today to build a hotel would cost over \$1,000,000.

The Public Library of Highland



Originally this land was occupied by a hotel and rooming house but it was demolished or burned down. In 1927 this new building was built to be used by the Women's Club and the Public Library. The north side of the building was used as the library and the south part was used by the Women's Club. The building cost \$20,000 to build and the ladies paid for it by serving lunches to the employees of the packing houses. The building has a very big kitchen and even a special area for a movie projector. There is also a stage with dressing rooms and trap doors for theater productions.

In 1975, the building was sold to the Highland Baptist Temple by the Women's Club and a few renovations have been made to accommodate the church members' needs. Look carefully at the north building's doorway arch. What do you see?

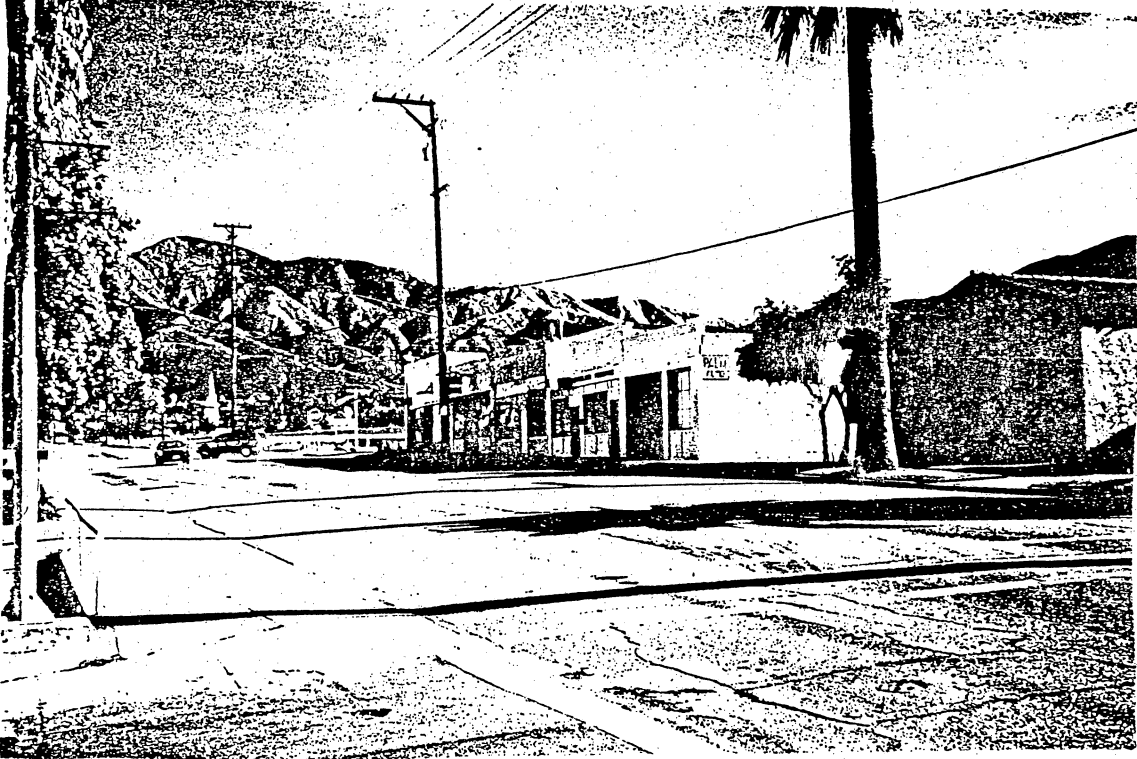
The First Bank of Highland



On April 14, 1904 The First Bank of Highland was organized. Local growers were on the board of directors. The bank was able to help many growers and landowners in the area because it was sympathetic to the needs of local farmers. The telephone company offices were on the western part of the building facing Main Street. Later additions were added for the new post office and an auto service garage. In 1937 the Bank of America took over the locally owned bank and later moved to Baseline. The original building was designed by the famous architect, Arthur B. Benton, who also designed the Mission Inn in Riverside.

This building is considered Mission Revival style. Can you look closely at the building and find similarities between it and a Spanish mission. Write down your ideas on the lines below.

The Downtown Business District



Look north up Palm Ave. and you will see old buildings on either side of the street that used to be the business area of Messina and later West Highland. Many stores and offices lined the busy intersection of Pacific Avenue and Palm Avenue. Grocery stores, barber shops, general merchandise stores, and restaurants were located in this area near the packing houses, the railroad depot, and the homes of the workers.

There are businesses now in some of the buildings. Write down the names of some of their names on the lines below.

The John L. Yarnell House

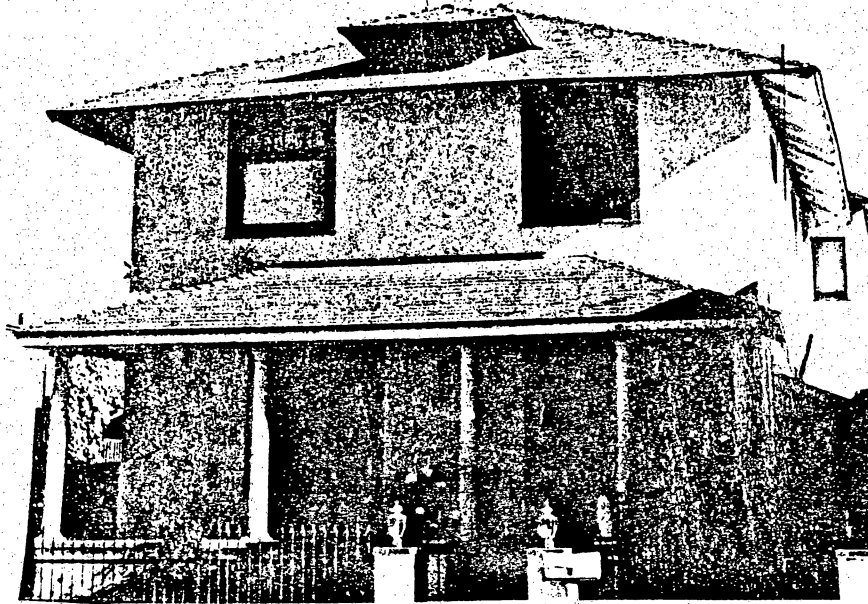


West Main Street is composed of homes built by local growers in the area who preferred to live in town. The homes are larger and more elaborate than the homes of the workers on East Main Street.

On the left side of the street is a green two-story home of one of the early growers in the area, John Yarnell. When he first came to Highland, he lived in a boarding house with his brother on Boulder Ave. He earned money to buy his own land by picking citrus and saving money. He served on the Board of Directors for The First Bank of Highland and was President of the Highland Fruit Growers Association for 25 years. He was very active in the community.

The house was built by Highlander, Harry Welton, who lived down the street on the south corner of Main Street and Cole. He later was a columnist who wrote "folksy tales" about Highland's past in the local paper. This Colonial Revival house has two very distinctive windows. Can you find the windows on the house and circle them? Also the door entrance on this style of house is always a focal point. How did the builder help your eyes to center on the front door?

Dr. John Evans Residence



This home was built in 1906 for Dr. Evans and his family. Dr. Evans was a highly respected doctor in Highland who delivered most of the town's babies. He came to Highland to be partners with Dr. C. C. Browning and continued his practice after Dr. Browning moved to Los Angeles. He lived and worked in this house until his death in 1942.

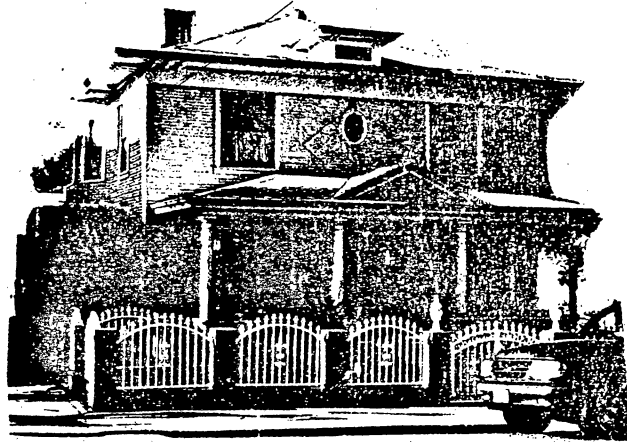
The original house was wood but later changed to stucco. It is a Colonial Revival style house like the Yarnell home across the street. The large porch on the front of the house was added later. It originally had a small roofed porch only over the front door. An addition was also added to the back of the house.

This home has a dormer vent. A dormer vent is a small slatted air vent that sticks out of the roof. Can you find this vent in the picture above and circle it?

Other Growers' Homes

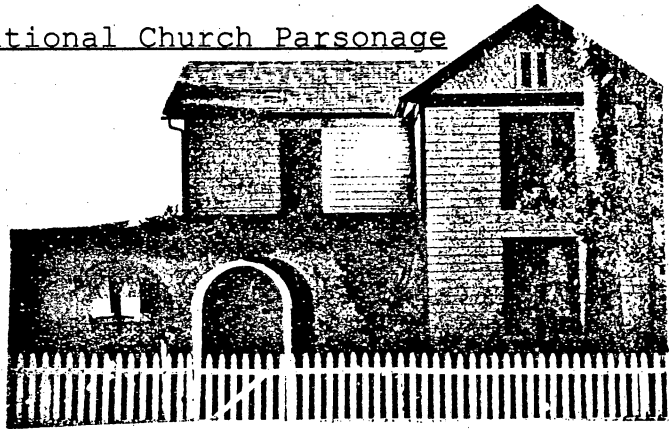
You will continue down Main Street and see other homes built and owned by prominent growers of the area.

Martin Randall Home



Mr. Randall served as the bank's president in the 1930s. Besides owning groves, he was active in the citrus industry as president for the board of the Highland Citrus Grower's Association.

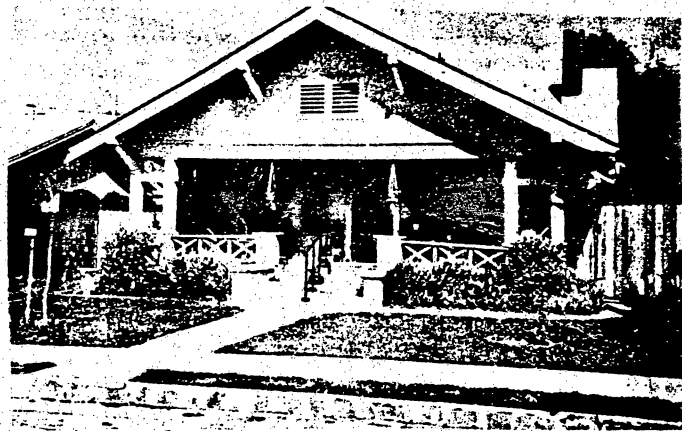
Old Congregational Church Parsonage



This was originally built about half mile north of the Church in 1892, but was later moved to this location to be closer to the Church. Something has been added to this house which does not fit with the architectural style of the house. Can you see what it is?

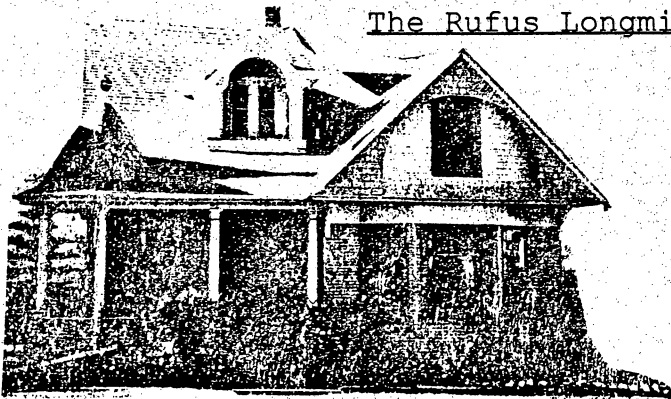
Answer on the next page.

The Cram House



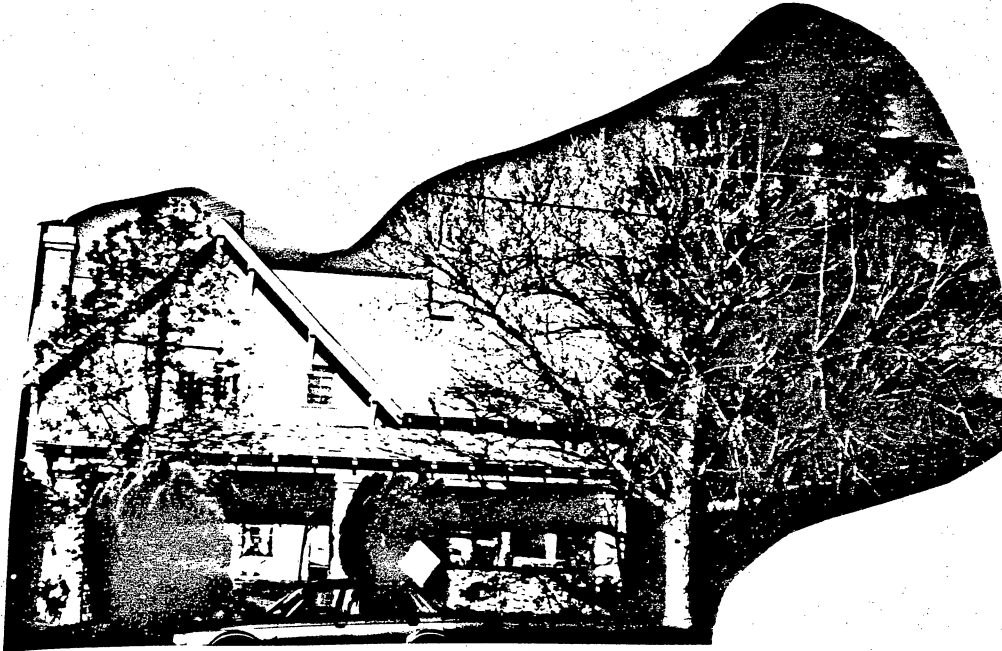
This home was bought by Fred and Nellie Carter Cram in 1921. Before that it was a rental house. It is a good example of a Craftsman Bungalow style of architecture. Fred Cram was the grandson of Lewis Cram, the first citrus grower in Highland, and Rufus Longmire, an important citrus grower in the area. Fred Cram's wife, Nellie, lived in the house until her death a few years ago. Can you find the parts of the house that make this an example of the bungalow style? List them below.

The Rufus Longmire House



This house is a late example of Queen Anne styling. Circle the cone shaped part of the roof. Put a rectangle around the large porch. These are characteristics of Queen Anne architecture. This home was owned by a citrus grower named Rufus Longmire. It was also built by Highlander, Harry Welton, and his father, Frank Welton.
Answer from page 87: Did you guess the Spanish style porch?

The David Seely House

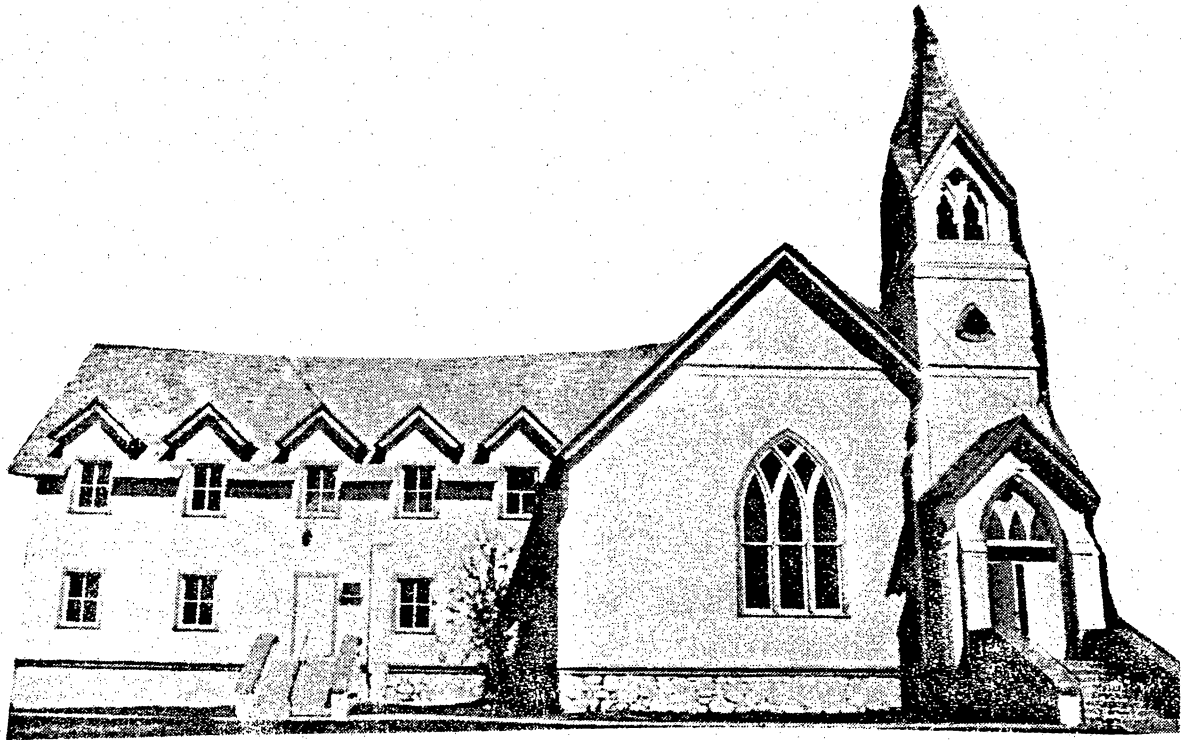


This house was built by David Randolph Seely. Seely came to San Bernardino as a child in a covered wagon with the Mormon wagon trains. He was married to Mary Tidwell and they had 3 children. He was well-known throughout Highland for the houses he gave his children for wedding presents.

He and his wife planted one of the earliest citrus groves along Baseline on 20 acres of land and began a nursery as well. Selling seedlings was a profitable way for growers to make money.

Can you guess the architectural style of this house? Why do you think so?

The Methodist Episcopal Church



This building was dedicated in 1892 and was built at the cost of \$4,000. In 1924 a new addition was added to the church. Can you circle the part you think was the original church?

Answer is on the bottom of the next page.

The Rohrer House



This house was originally built in 1897 by Charles Davis, the local blacksmith. Later it was owned by Henry Rohrer, a citrus grower. He owned the "Rohrer Block" which is the white stucco building on the southeast corner of Palm Ave. and Pacific Ave. In 1935 Judge Moore, a county judge, bought the home after his family home in San Bernardino burned down. Judge Moore held court in a small wooden house behind his home but would occasionally hold court in his diningroom.

The bay windows on the east side of the house are in the diningroom where the Judge sometimes held court. Can you find these windows and circle them?

Answer from page 90: If you circled the steeple, the doorway and the large window on the east side, you are correct.

Sunkist Packing House



This red brick packing house was renovated a few years ago into a roller hockey rink. It is a good example of restoring an old historic building for a new purpose. If one walks along the north side of the building, the Sunkist sign can still be seen. Look to the east of the building and one can see the diagonal vacant land where the railroad tracks ran between the packing houses. The metal packing house on the right is used today for manufacturing ceramics.

Can you think of any new uses for the old packing houses?

Ah Chung Restaurant and Boarding House



This two-story building was the site of Ah Chung's restaurant and boarding house. He kept tickets on the back wall on string and as the workers came in for a meal, he would punch a hole in the card with their name written on it. As they were paid, the workers would go "settle up" with Mr. Chung. He lived in the back of the building and rented out the top floor to boarders. In later years, he grew vegetables in his yard and leased land throughout Highland on which to farm. Many people worked as pickers for Mr. Chung at one time or another. He would sell his vegetables out of a wooden wagon pulled by a horse. He eventually bought a truck and drove his wares to the mountain communities. He was very respected by the Highland community as a generous and hard working man.

APPENDIX C
Post Lessons

POST LESSONS

Objectives

Students will:

Consider the value of historical preservation.

Be introduced to the history of citrus and its industry.

Understand the significance of agriculture and farmers.

Understand the role of urban planning in a town's growth.

Realize the significance of natural resource decisions.

Lesson 1: Preserving History; It's Harder Than It Looks

Background:

The federal government tried to boost restoration of old buildings in the 1980s with tax credits as part of the Economic Recovery Act but the funding was pulled back quickly. Thousands of properties are now listed on the National Register of Historic Places (Hartshorn, 1992). It takes a commitment of time, energy, and money by many individuals to restore an area. The education of local people to understand the historical value of "old buildings" is critical to the process. Even when all these factors come together, the process is usually done in phases and can take years to complete. Although students cannot physically restore a building, they can make a difference in this process. They can share the history of the area with their families and neighbors, help beautify the area with trash pick-up, and by planting flowers and trees in the area.

Graffiti, destruction of property, and broken windows can add to the decline of an area as well. Students can help by joining in on "town clean-up days." They can join a Neighborhood Watch and report to adults any vandalism that they see occurring.

The Harvest Citrus Festival in Highland is an attempt by the city to encourage interest by Highland citizen's in the preservation of the Historic District. Children can help by participating in the various activities and volunteering to help with the Festival.

Materials:

A few objects in need of restoration (toys, furniture, kitchen utensils)

Objects that have been restored

Scraps of material, paper, and yarn

Glue, scissors, and markers

Empty toilet paper rolls, old wooden clothespins, plastic 2 liter bottles, milk jugs

One of the following books; The Red Rocking Chair by Phyllis Root, The Keeping Quilt by Patricia Polacco, or Peter's Chair by Ezra Jack Keats.

Activities:

1. Read one of the picture books previously listed. They are all stories about refashioning old objects into new reusable objects. Discuss the story with the children.

2. Share with the children the objects that you have brought that have been restored. Then share with them the objects that are need of repair. Discuss what needs to be done to fix them up. Encourage them to share stories of objects their family has either repainted or restored.

3. Ask the children if any of the homes or buildings they saw in the Historic District were in good repair. Were any of the homes or buildings in disrepair? Did they see any homes that were currently being worked on? How could they tell? Discuss their ideas.

4. Ask the children to make a comparison between the old objects that have been restored with the old homes that have been restored. Do people restore old homes for the same reasons they restore old furniture or toys? Discuss why people take the time to restore antiques. Have the children discuss if they think it is worthwhile. Remember these are opinions and there are no correct responses.

5. Ask the children to choose one of the buildings in Highland and draw it as it might look if they could restore it with no limit on the time and money that could be used.

Optional follow-up activities:

1. Place scrap paper, yarn, paper towel rolls, milk jugs, and 2 liter bottles on a table. Challenge the children to remake these objects into new useful items. Encourage them to be creative. For example the milk jug could become a birdfeeder. Have the children share their re-creations with the class.

2. Bring in home remodeling journals and magazines. Encourage the children try to find "before and after" remodeling projects and cut them out. Make a class collection of these and put them on a posterboard or bulletin board.

Lesson 2:

Background:

Although China has introduced many plants to the world, none has the importance of citrus. Returning travelers from the Far East introduced citrus to Spain, Italy, Australia, Egypt, and Arabia. Little of this fruit was introduced outside these countries and so citrus did not become popular until it was grown in the New World (Santa Fe Shipping Lines, 1938). The navel oranges began in Riverside when a woman named Elizabeth Tibbets first planted 2 trees given to her in 1873. The fruit was so delicious and seedless that it stimulated the citrus industry in Southern California (California Foundation for Agriculture in the Classroom, 1997). In the 15th century European monarchs would have erected glass buildings called orangeries to protect their citrus in the cold winter months (Eyre, et al., 1996).

Although California lists citrus twelfth on its commodity list, it grows more fresh oranges than any other state. Oranges are listed as California's sixth leading agricultural export. It is valued at \$335 million. (California Foundation for Agriculture in the Classroom, 1997).

There are many varieties of citrus. Besides oranges, grapefruits, and lemons, there are kumquats, limes, pummelos, tangelos, citrons, orangequats, and tangors to name just a few. There are also citrus plants that can be grown in cold-winter regions in the ground! Today improvements are still being made to help make the citrus more disease resistant and to improve its flavor. They are even trying to develop different varieties to ripen at various times of the year so that fresh citrus is always available. There is more citrus grown than all deciduous tree fruits such as apples, pears, cherries, etc. combined. Developing hybrids of citrus is a very tricky and time-consuming task. It is difficult to duplicate in the laboratory what occurs easily in nature (Eyre, et al., 1996).

Citrus trees are self-pollinating except for a few mandarin kinds. So the tree will produce fruit even if it is the only tree in the area. The trees require water on its roots but not on its leaves or blossoms. Flood basin watering or drip irrigation works very well. The first system has to be done on level land as it requires a trough dug around the basin of the tree to be flooded every month or so. The trees need plenty of phosphorus, potassium, and nitrogen. The trees thrive if they do not have to compete with weeds for its water and nutrients. Mulching the area around the trunk is very helpful as hoes and digging may

damage the roots (Eyre, et al., 1996).

If a citrus tree is well-cared for, it will have little problems that require a remedy. It is better to accept that these will be small imperfections to the fruit than to use chemicals that harm people and the environment. Farmers use soaps, oils, and copper fungicide barriers to rid the trees of pests. Many insects are actually good for the tree and can be used as natural enemies to rid the tree of more harmful problems (Eyre, et al., 1996).

The biggest problems farmers in Highland used to report were weather conditions. Flooding due to rains would physically wash the trees, especially the seedlings, away. Drought was another problem. Although citrus uses less water than many crops, the bark is prone to damage due to sunburn. The tree then becomes more vulnerable to injury. High winds can knock the fruit and leaves off the trees. Twigs constantly rubbing against the skin can cause brown spots and scarring. One of the main problems was cold weather. If the fruit freezes, the flesh dries out and branches die back. The growers used smudge pots to keep the fruit warm. The whole family would have to spend the night out in the field if freezing weather was predicted and keep the black oil smudge pots burning. This was an event that the children thought was great fun. They could stay up late, miss school the next day, and visit with friends in the groves all night long. The low grade diesel oil from the smudge pots burned very dirty and it was remembered how black everyone's face and clothing became as the night wore on. Systems to warn of the cold weather approaching varies from having bells rung from house to house to telephone trees. The problem was that growers would "forget" to call their neighbors in the rush to save their own crops. Radio and television has made the system more reliable. To this day "smudging" still occurs in Southern California citrus groves (Kelly, 1974).

At first, the growers did all the work themselves. They cared for their crops, picked the fruit, packaged it, and drove it to market. Many even sold the fruit out of their wagons. But as the groves grew larger, the business became very complicated. The crops needed to be packed according to size and to build their own wooden crates in which to pack the fruit. So the farmers began cooperative associations to help grade, pack, and ship their crops. They shared cultivation ideas to keep on top of the new scientific farming methods. Central marketing associations then sold the crop for the best price. The associations also helped secure materials needed in citrus production like wood for crates, tissue paper for wrapping, and machinery. These were bought in large volume and stored in warehouses. With all

these factors in place, the citrus industry boomed (Santa Fe Shipping Lines, 1938).

Materials:

Variety of citrus
Knives and paper towels
An available freezer
Copies of labels (figure 1.5)

Activities:

1. Show the children the variety of citrus you have brought. Encourage them to examine the fruit carefully using all their senses, even tasting! Graph with the children the variety the class liked the best.

2. Explain to the children that the growers in Highland were very fearful of freezing temperatures. Ask them to predict what they think might happen if the fruit was frozen in its skin. Write down the predictions.

3. Freeze the fruit overnight. The next day take the frozen fruit to the children and examine it together. Have them see which of their predictions were correct. Discuss why this fruit might not sell and how this would affect the farmers.

4. Teach the children about smudge pots and "smudging." Explain that the entire family had to help keep the pots burning.

5. Inform the children that the citrus industry really grew after the introduction of the navel orange or the seedless orange. Discuss with the children why they think this was such a major factor in citrus marketing. Examine seedless oranges and discover whether they are really totally "seedless."

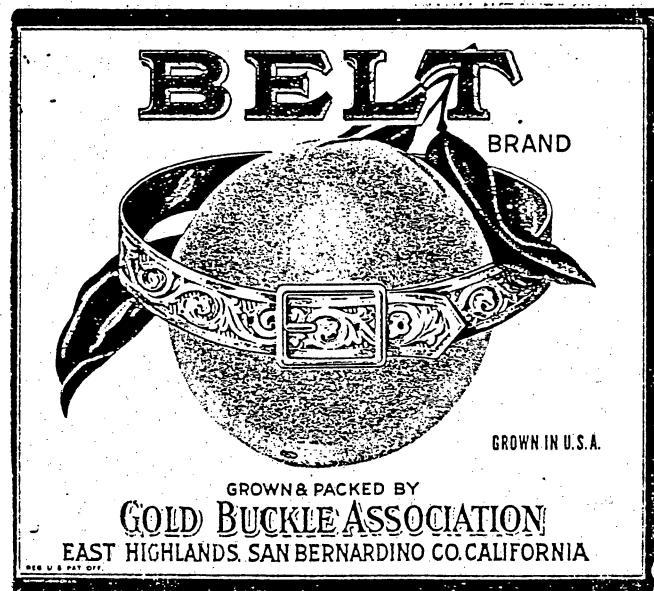
6. Display citrus label copies (Figure 1.5) for the children to see. Explain that the labels were glued to each orange crate. The growers designed the labels to represent their families and their geographical area as having the best citrus. Each label included a border with a packing house name and a grove name. A bright picture was used to further the idea that the fruits in this this crate were the best citrus! Have the children design a label to sell their pretend citrus. Remember they want people to buy their tasty product.

Optional follow-up activities:

1. Research various types of insects and diseases that can harm citrus. Find out the various methods farmers can use to cure their trees without chemicals.
2. Measure the circumference of varieties of citrus and graph the results.
3. Weigh a citrus fruit. Then squeeze out the juice and weigh it again. Is water a major component of the fruit?
4. Collect various types of fruits, citrus and deciduous. Predict which fruits will float and which will sink. In a large bucket of water, try each of the fruits. Ask the students to predict why some floated and others did not. Weigh the fruit. Was weight a factor?
5. Collect grocery advertisements in the paper. Have the students find the citrus and list how much it costs. Compare the prices of the various types of citrus.
6. Contact the California Foundation for Agriculture in the Classroom, P.O. Box 15946, Sacramento, California 95853-0949 for lessons on citrus; "The Invaders" and "A "Sour" Subject.

Figure 1.5

Examples of Highland Citrus Labels



Lesson 3: Agriculture in Highland

Background:

The settlement of Highland began with agriculture and grew as the industry grew. As the growers produced more crops, transportation and packing needs increased as well. Despite droughts, floods, and freezes, many growers kept producing. Even during World War II when the men left for war, the women pitched in to pack and ship the all important crop, citrus. But after the War with the building of Norton Air Force Base and the population boom, property became very valuable. Cars made it possible for the young men to work out of town and many took advantage of the opportunity. They were no longer interested in farming and went to the city to pursue other career choices. The growers children sold the land for much more money than they would be able to make by growing citrus (California Department of Transportation, 1988).

Today the groves are replaced with new homes. The area in East Highland Ranch is building quickly as people elect to move into the suburban neighborhood. The growers found that the citrus is suffering with air pollution. Crop production is down 50% due to poor air quality. Profits are low for citrus farmers between rising water and electricity costs, and declining citrus prices. It costs approximately \$600 per year to care for and harvest a citrus crop. The farmers are only getting \$.80 per box for valencias and \$2 per box for navel oranges. A good harvest will be about 300 boxes per acre. So even in a good year the farmers lose money. Right now, the Far East is paying \$9 per box. They like fruit that is thin-skinned with a smooth texture. Moro (blood red) oranges are going for \$25 a box, though many feel this is just a fad. The growers find it hard to justify continuing the hard job of farming when they can become millionnaires by selling their land. Most of the land is now owned by bankers and investors who can sell it for as much as \$35,000 per acre if it is surrounded by scenic orange groves. Even if one generation decides to continue farming, it is no guarantee that the next generation will make the same decision (Metz, 1972).

Materials:

"The Farmer" poem (Figure 1.6)

Pictures of people doing a variety of jobs

Pictures showing farmers performing a variety of agricultural duties

Activities:

1. Display the pictures. Divide a bulletin board into two categories; farmers vs. non-farmers. Ask the children to take turns putting the pictures into the correct category.
2. Explain that farmers must be a "jack of all trades." He must be able to fix his/her machinery, keep current on new ideas about crop productivity, market his crops, manage resources such as water and soil, and testing seeds for better crops. Inform students that farmers today are college educated. Show pictures of farmers doing their many duties.
3. Tell the children that together you will read a poem written by a granddaughter for her grandfather. Read aloud with the children the poem, "The Farmer." Ask the children how the granddaughter feels about her grandfather and his job. Does she think his job is important?
4. Explain to the children that much of the best farmland is also the best land for homes and offices. The farmer can sell the land for more money than their family will make on the crops they grow. Because of this, much farmland is now used for homes, stores, and office parks. However, the world population is increasing and so is the need for food. Discuss what can be done about this dilemma. Encourage children to write to their state representative or to their state senator with their ideas.

Optional follow-up activities:

1. Ask a local farmer or his wife to come speak to your class about farming.
2. Encourage students to write letters or poems to farmers in the area. Send them to the local farm bureau.
3. Ask students to illustrate the many jobs a farmer must perform.

The Farmer
By Kerri Jean Scott

The king may rule over land
and sea,
The lord may live right
royally,
The soldier ride in pomp
and pride,
The sailor roam over the
ocean wide,
Be this, or that, whatever
befall,
The farmer, he must feed
them all.

The writer thinks, the poet
sings,
The craftsman fashions
wondrous things,
The doctor heals, the
lawyer pleads,
The miner follows the
precious leads,
Be this, or that, whatever
befall,
The farmer, he must feed
them all.

The merchant he may buy or
sell,
The teacher does his duty
well,
Men may toil through busy
days,
Or men may stroll through
pleasant ways,
From King to beggar,
whatever befall,
The farmer, he must feed
them all.

The farmer's trade is one
of worth.
He's partners with the sky
and earth.
He's partners with the sun
and rain,
And no man loses for his
gain.
And men may rise and men
may fall,
But the farmer, he must
feed them all.

The farmer dares his mind
to speak,
He has no gift not place to
seek,
To no man living need he
bow.
The man who walks behind
the plow,
Is his own master, whatever
befall,
And King to beggar, he must
feed them all.

God bless the man who sows
the wheat,
Who finds us milk, and
fruit, and meat;
May his purse be heavy, his
heart be light,
His fields and home be free
from blight,
God bless the seeds his
hands let fall,
For the farmer, he must
feed them all.

(California Foundation for
Agriculture in the
Classroom, 1997)

Lesson 4: Making a Plan

Background:

The land use in Historic Highland changed over the years from orange groves to a central business district. Many of the older buildings are being neglected and abandoned while new construction is booming in East Highland, a few miles away. The city of Highland has just received a grant to study the Historic District and make a plan as to its restoration. A few buildings are being used for the same purposes they were a hundred years ago. For example, the churches are still used as churches. Other buildings are being used for new purposes. For example, the packing houses are used for a roller hockey rink and for a ceramic factory.

Materials:

Maps of the Historic District (Figures 1.6, 1.7, 1.8)
Paper, pencils, rulers, and crayons

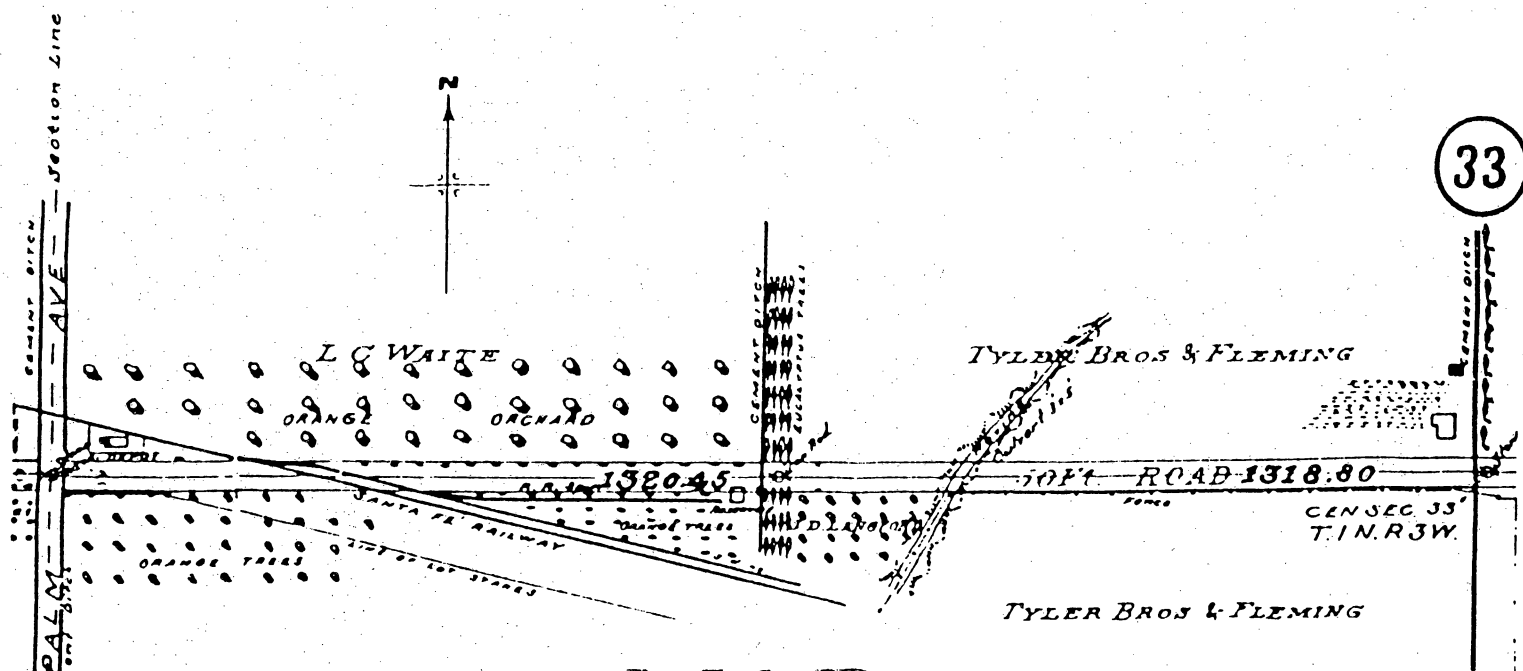
Activities:

1. Show the students the maps of Historic Highland. Overheads of clear acetate are nice because you can lay one map on top of the other. First, show the students the map of the 1891 map. Identify the streets and the markings for trees on the map. Secondly, show the map from 1900. Discuss how the land has been subdivided into lots. The larger lots are near the railroad tracks to be used for industry that would use the railroad, such as packing house. Next show the map drawn in 1988. Notice how the lots are smaller. Discuss with the children about the changes in the land use over the past hundred years.
2. Ask the children to draw a map of the Historic District. You can draw a large map of the streets for them to copy. Ask the children to fill in the businesses, parks, and residential parts of the District. Which of the three land uses is the most predominant?
3. Ask the children if they recall the packing house that is now used as Dry Ice Roller Hockey. Tell them that many buildings in the historic district are vacant. Can they brainstorm creative ways that these old buildings could be used in another way? Discuss their ideas. They may want to write to the Mayor of Highland and explain some of their ideas.

Optional follow-up activities:

1. The children can make a three-dimensional model of Historic Highland by using milk cartons for the buildings.
2. Bring in magazines and books about historic preservation and allow them to read these during reading time or center time.
3. Encourage the children to plan their own perfect city. They need to decide what features make a city more desirable and include these in their plans.
4. Research the job of city planner. Investigate the education of the planner. Invite an architect or a planner to speak in your classroom. Ask them to discuss what they need to consider when they design homes or areas.
5. Bring in some plans of cities. Have the children critique the land and resource use. What qualities do they think are good and what qualities do they think could be improved?

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MAP OF PROPOSED COUNTY ROAD

IN T. 1 N. R. 3 W. — S.B.M.

FROM SEC. 32 OF SW 1/4 OF NE 1/4 OF SEC. 33
WEST TO S.E. COR. OF SE 1/4 OF NW 1/4 OF SEC. 32

SURVEYED OCT. 1891
BY

S. R. LANGWORTHY

Figure 1.6

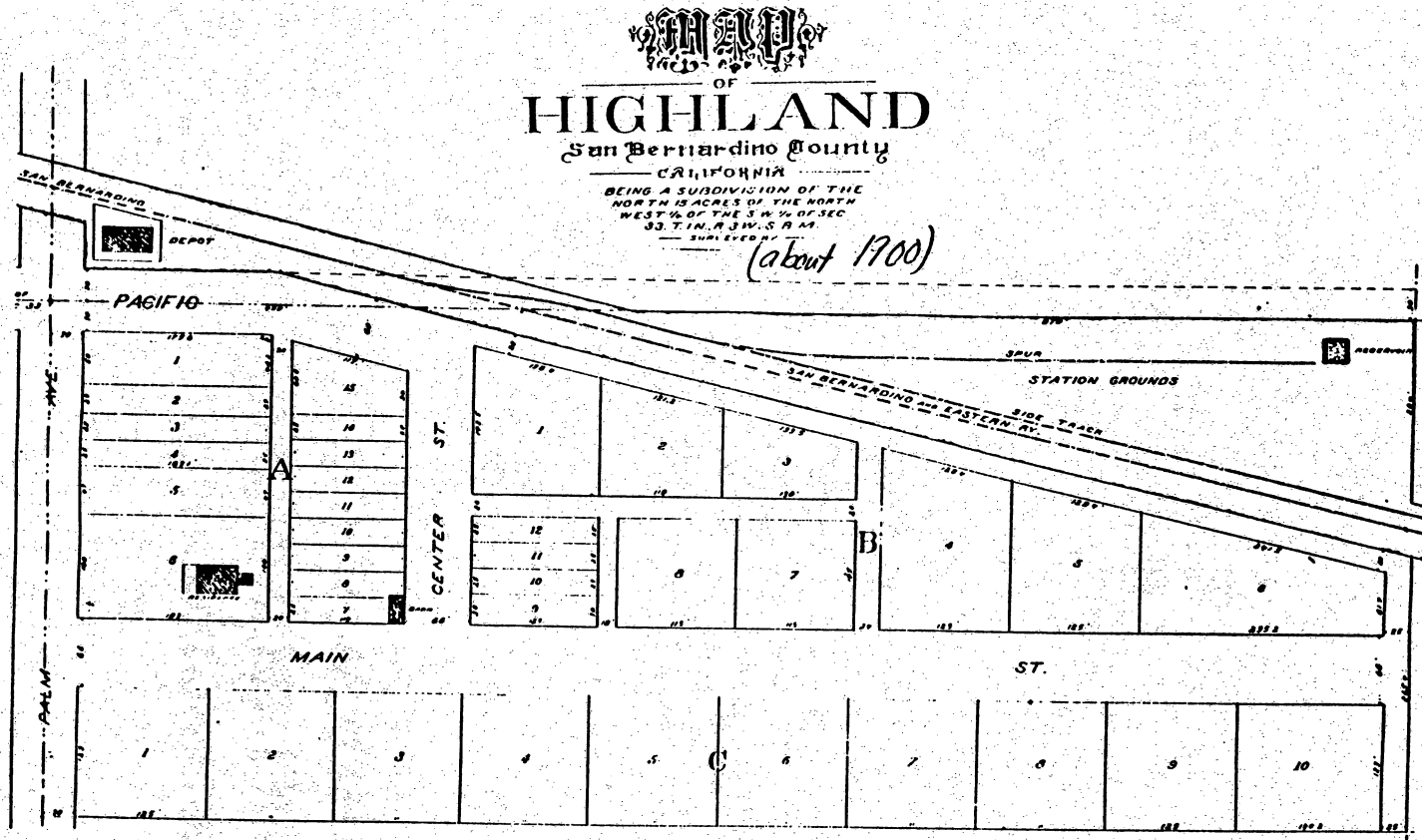


Figure 1.7

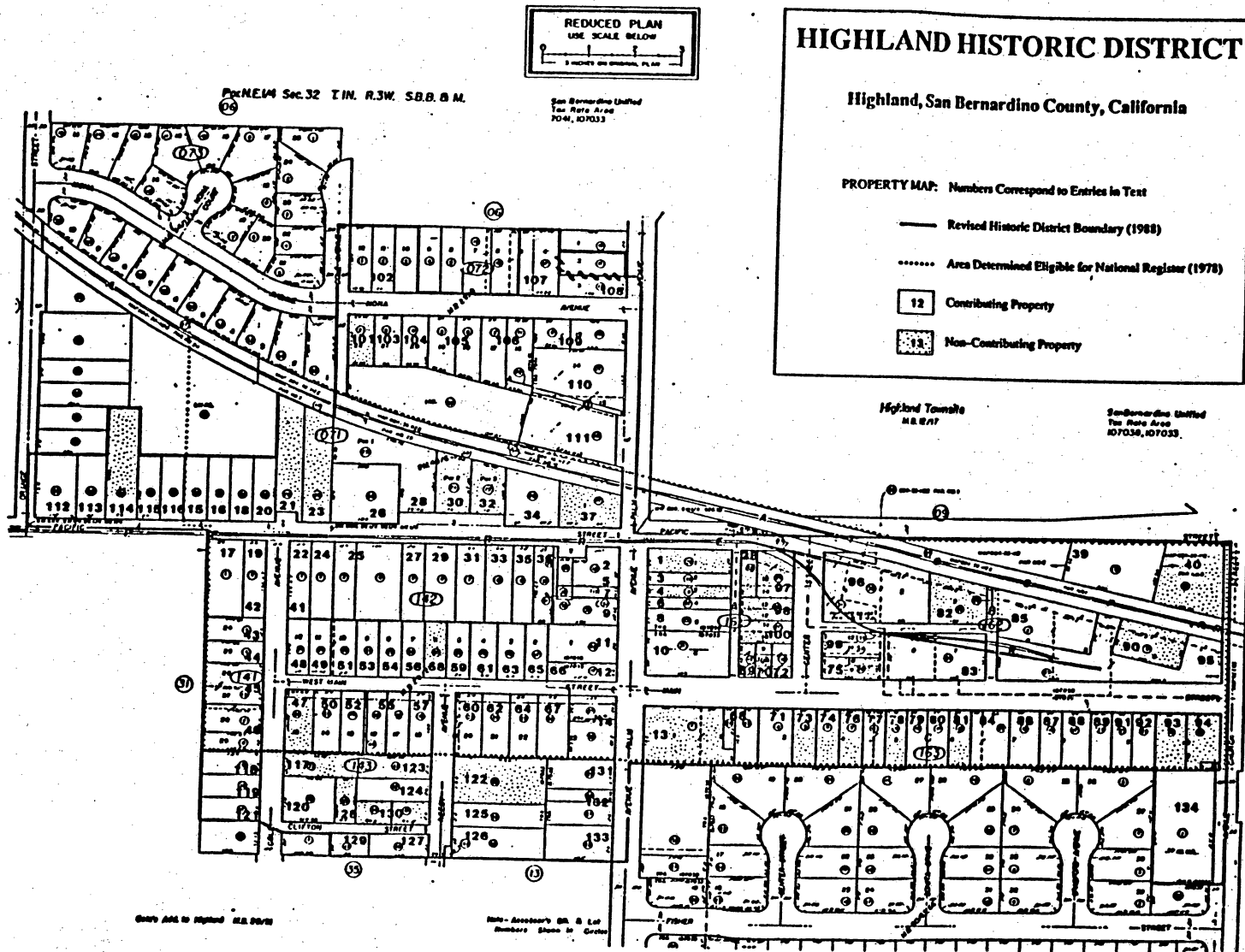


Figure 1.8

Post Assessment:

Ask the children to fold a piece of paper in half. On one side ask them to draw a picture of Highland in 1998 and on the other side, ask to draw a picture of Highland 100 years ago. Encourage the children to put lots of detail in their drawing. Invite the children to individually explain their drawings. The teacher can also compare these pictures with the pre-assessment drawing. In the post assessment, the student's drawing should reflect the differences between the past and the present. Details in the drawing are important to note. For example in the houses of the past, notice if the student has drawn a porch or larger windows. Some students may even draw in architectural details such as the cone towers in a Queen Anne style. The house of the present may include a garage or a smaller front porch. Transportation in the drawing should reflect the importance of the automobile in the present as the drawing in the past may show horses, carriages, or trolleys. The dress of the people and the activities of the people in the drawings should also be noted. In the drawing note if the student has changed the names of the buildings or businesses between the past and present sides of the drawing. The name of the town might also be changed from its past name of Messina to its present name of Highland.

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